

PERSONAL COLUMN

Thank God for the Audit Commission! Did I really dare to say that? Well, yes I did, despite the critical odium that body has attracted as a result of its report on the management of secondary schools.

There are times when such a voice is a breath of fresh air, whether one agrees with it or not. Part of the trouble with the educational debate at the moment is that it is being conducted between those who know too much and those who know too little. The former are trapped in their jargon and shibboleths, and the latter merely shout uncouth abuse.

The Audit Commission breaks into the middle of this argument with the approach of the intelligent man from Mars. These earth creatures are behaving very strangely, it says, what a muddle they have got themselves into! Let us analyse the problem and straighten them out. And the galactic computers start whirring and the mysterious machinery clicking and finally the Martian print-out emerges. Some of it is blindingly obvious, and some of it is inspired, and some of it speaks the unspeakable.

And some of it is just wrong – though usually because the wrong information has been fed in. Unfortunately, the central argument that a thousand schools should be closed in the next decade is based on a false premise for which the Audit Commission itself cannot be blamed: that is, HMT's view that six forms of entry is the minimum size for a viable comprehensive school.

Official wisdom and parents' experience have parted company here. Most of the most popular and successful comprehensive schools in my own area are five forms of entry or below. It is not merely cowardice or inertia that prevents local education authorities closing small schools (though it is often those as well) – but an eye to quality. But because no bureaucratic report will ever say "we are preserving small school X because it is good, and closing small school Y because it is dreadful", but will find some other official reason for the decision, it is not surprising that the Audit Commission did not pick this up.

However, it has picked up a number of other officially undiscussed facts of life. In a discussion of the grounds for promotion of teachers to scale posts, the predictable



ANNE SOFER

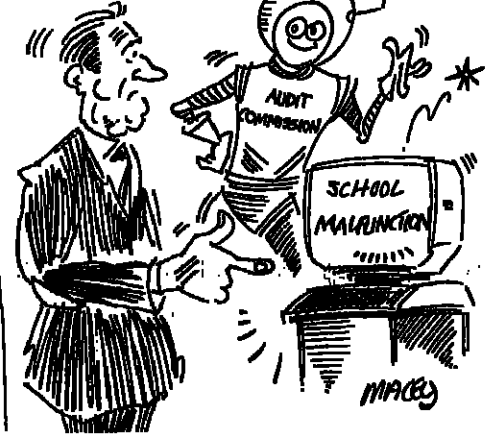
Martian message

'Underlying the Audit Commission's report is something very different from its surface urbanity: a yell of warning'

catalogue of managerial responsibility, pastoral duties, etc., all listed conventionally as a), b), c) and so on, is enlivened by: "f) keeping an awkward member of staff quiet, or obtaining the moral support of influential members of staff."

Horrors! Do such things actually happen? But the Audit Commission has a sharp eye for the follies of the system and somebody has obviously had a deal of pleasure finding the appropriate language for it. For instance:

"To put it as politely as possible, the present machinery for negotiating



teachers' pay is cumbersome in the extreme... the Burnham Primary and Secondary Committee has 55 (sic) members."

An admirable use of the Latin monosyllable! But having a sharp eye for folly and proposing remedies that are politically practicable are different things. Reading the final section on "Next Steps" is initially an invigorating, but finally a profoundly depressing, experience. The title suggests a list of things that could be done tomorrow. Yet so many of them would cause an immediate surge of outrage and uproar.

Just look at them. "Give i.e.a.s power to redeploy teachers in voluntary-aided schools." Tell that to the churches. "Establish a teachers' year that is longer than the pupils'." Tell that to the unions. "Limit the power of appeal against reorganization proposals." Tell that to the parents' organizations, or indeed the Secretary of State. And so it goes on. Educational reform is bedevilled by the hard-won victories of the past.

Underlying both the analysis and prescriptions of the Audit Commission's report is something very different from its surface urbanity: a yell of warning. It is a warning not merely about education but about democratic processes themselves. It could be expressed in terms of a political maxim

that might go something like this: "If democratic processes operate so as to prevent decisions being made by people, events themselves will determine the decisions."

Suppose, seven years ago, a Secretary of State had assembled together the education world and addressed them as follows: "Over the next seven years you can have better paid teachers or better pupil-teacher ratios; properly maintained and equipped buildings or more space per child. Which is it to be?" The assembled masses would have cried out in anguish and refused to choose – which is in effect what we have done. But the result is not that we have kept all the options open, but on the contrary that events have made the decisions for us: we have got better ratios and space standards – and poorly paid teachers and tatty buildings.

But it is no good the Government merely turning round and blaming the electorate or the system or the vested interests. Governments are elected not to preside over events taking their course but to decide and lead. A government that wants to pursue an unpopular policy – which limiting education expenditure has manifestly been – has a particular duty, if it cannot get decisions by consent, to take them clearly itself.

It will be interesting to see whether the new Secretary of State shows any understanding of this at all. Instead of the disastrous regime of "cut and criticize and drift", will we see one of "invest and probe and take the hard decisions"? It is probably too much to hope for.

NEXT WEEK

Pointers to partially
How to avoid bias in politics
teaching.

Conference time
Reports from NATHE and the
NAHT

Blue rock
Is sudo-masochism the new stock-in-
trade of the pop music industry?

EXTRA
Health Education

NOTICEBOARD

PEOPLE...

Professor Donald Winch has been appointed Pro-Vice-Chancellor (Arts and Social Studies) at the University of Sussex. Dr Stuart Laidlaw to be dean of the School of Cultural and Community Studies and Mr Des Cohen to be dean of the Graduate School in Arts and Studies. All three appointments are for a three-year period.

Mr Roy Goodman has been appointed director of music at the University of Kent at Canterbury on the retirement of Mr Harry Newton in October.

CONFERENCES...

June 10 The Rural Training Project, sponsored by the Royal Agricultural Society and the MSC, has worked on VTs in rural areas for the past two years. A conference to publicize its results will be held at the National Agricultural Centre, Stoneleigh, Warwickshire. Fee £5. Details from Miss Jane Whitaker, Rural Training Project, Arthur Rank Centre, NAC, Stoneleigh, Kenilworth, Warwickshire CV8 2LZ.

June 14 Association of Teachers in Sixth Form and Tertiary Colleges conference on Industry and 16-19 education at Worcester Sixth Form College. Speakers: Sir Monty Finniston and Dr Kenneth Miller. Details from George Fothergill, Peter Symonds College, Winchester, Hants SO22 6RX.

June 14 Council for Education in World Citizenship together with Peace Through Nato and Teachers for

Peace conference on Teaching about Peace and Conflict at the English Speaking Union, Charles Street, London W1. Fee £5. Details from CEWC, Seymour Mews House, Seymour Mews, London W1H 9PE.

July 14 Energy efficiency in-service. National Association of Teachers of English Economics conference, at University College, London to discuss energy use in design technology, alternative energy sources and increasing energy awareness in the curriculum. Fee £11 (NATHE members £9). Details from NATHE, Hamilton House, Mableton Place, London WC1H 9BJ.

June 18 GCSE and adult education south-east regional conference for adult educators at the University of Surrey, Guildford. Details from Mrs P Howe, Department of Educational Studies, University of Surrey, Guildford GU2 5XH.

SUMMER SCHOOLS...

July 20-26 and 27-August 2 Computer camps for 11 to 16-year-olds at the University of Bradford. Beginners and experienced micro users will be catered for and activities include programming in Logo, graphics for games, understanding micro electronics, the BBC micro, and in-depth machine code programming. Details from the Information Office, University of Bradford, Richmond Road, Bradford BD7 1DP.

July 23-29 British Association of Advisers and Lecturers in Physical Education summer school at King Alfred's College, Winchester including courses on judo, squash, hockey,

tennis, dance, recreational movement, special needs, health-related fitness and many other subjects. Details from Cerdic Robotham, ILEA College of Physical Education, 15 Paddington Street, London W1M 4BS.

July 28-August 9 Summer Dance 86 at Newcastle's Dance City for children and beginners as well as professionals. A self-selection timetable is offered of classes in ballet, contemporary, tap, American workout, a children's programme, and sessions with experts. Fee £100 for the fortnight or £75 for one week. Details from Dance City, Peel Lane, off Waterloo Street, Newcastle upon Tyne, NE1 4DW.

EVENTS...

May 25 Sport Aid event in Covent Garden from 10am to 5pm: juggling and unicycling convention including workshops with performers. Details from Alternative Arts, 1-4 King Street, London WC2.

June 7 and July 12 Skills for Teachers is an independent training project specializing in self-development courses for teachers. Details of workshops on Understanding (June 7) and Stress management for teachers (July 12) are available from 24 Broadgate, 727 Barking Road, London E13 9ER. Fee per workshop £25.

June 17, 30 and July 7 Child Abuse - How can we help? Three lectures by Peter Maher, national secretary of the National Association for Pastoral Care in Education at Swanley, Kent. Littlehampton, West Sussex; and East Grinstead, West Sussex from 7pm to 9pm. Fee £2 (non-members

£3). Details from Mrs Sue Priest, Hextable School, Egerton Avenue, Hextable, Kent BR8 7LU.

June 21 Textile study day for teachers at the Museum of Textiles, 6 Burlington Gardens, London W1, to explore ways of using the textile collections and related material for school visits. Details from the British Museum Education Service, Great Russell Street, London WC1B 3DG.

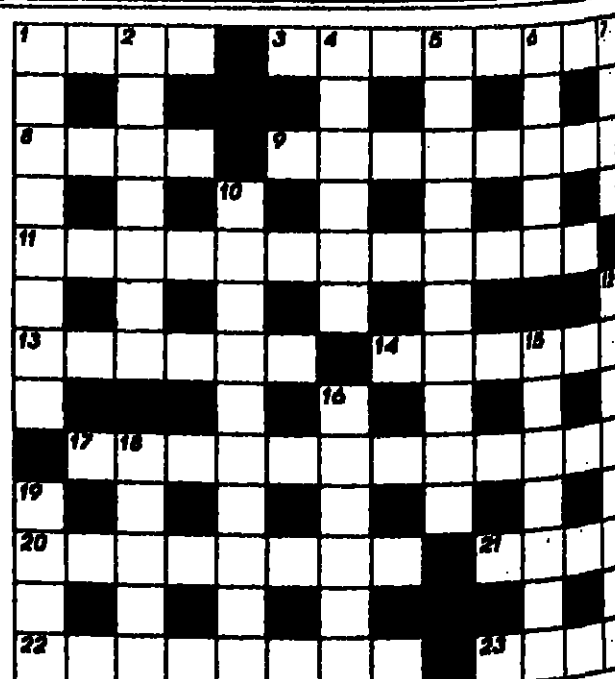
INFORMATION

Cognito A magazine for schools and colleges where students are unable to study philosophy at A level is published by the University of Bristol Department of Philosophy. Annual subscription £4.65. Includes membership of the Cognito Society. Details from Cognito, University of Bristol, Department of Philosophy, 9 Woodland Road, Bristol BS8 1TB.

Bear Gardens This museum of the Shakespearean stage has been temporarily closed and is now open only to groups by appointment. Details from the Manager, Patrick Spottiswoode, Bear Gardens, Bankside, London SE1 9EB.

Study tour The Royal Society of Chemistry is organizing study tours for teachers which aim to give first-hand experience of industry and produce material for use in schools. Tours so far arranged will be based in Cardiff, Humberston, Aberdeen, Southampton in July and Manchester and Cumbria in October. Details: Mr Stanley Langer, RSC Education and Industrial Division, Burlington House, Piccadilly, London W1V 0BN.

No 255 CROSSWORD by Robin



Across

- 1 Laws the expert may break (4)
- 2 One Nebuchadnezzar fired settled for hard cash (8)
- 3 See a key agent (4)
- 4 The strength of the current? (8)
- 5 Assortment of cigars there's to be found in every tobaccoist's shop (4-8)
- 6 Thought it would be back in time (6)
- 7 Emigre beaten up by the authorities (6)
- 8 Where many learn the pleasures of the slippery path (7, 5)
- 9 Begin to explain

Down

- 1 Bow Street? (8)
- 2 Security is lifted in the state (7)
- 3 It's paid respectfully (6)
- 4 You can have it yet still be clothes-ham (5, 5)
- 5 Sailor on rough sea becomes humble (5)
- 6 Not the sole other pleasures learn to obey (4)

What I did at the restaurant (8)

- 21 Pay attention or bend over (4)
- 22 They stop draughts in America (8)
- 23 Inventor of the telephone - or part of it (4)

Solution to puzzle 254



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Cash bait offered to overcome staff crisis

by Richard Garner

Local education authorities are resorting to crisis measures to lure more teachers to work in their schools next term.

Newly-elected Labour councillors in Ealing are offering a cash incentive to attract extra teachers to come to work for them. Conservative-controlled Surrey County Council is appealing to graduates who have retired early from industry to help fill maths and science teaching vacancies.

Under the Ealing plan, newly-qualified teachers will be hired from July 1. They will work in their schools for the last fortnight of the summer term and be paid by the authority for the summer holidays – not from September 1, as is normally the case.

The Council of Local Education Authorities said this was the first time it had ever heard of such a scheme – and believed it could pave the way for other councils with similar recruitment problems to follow suit.

Mr Ivor Widdison, administrative officer for CLEA, said: "We do know that Ealing – as with other London boroughs – has a very special recruitment problem and I think that is why they needed to take such drastic action. We may find this looked at by other London boroughs."

Councillors believe the high cost of accommodation in London is one of the main problems in attracting teachers to the capital – but low teacher morale and the level of disruption in schools over the past year are also believed to have played a part. Brent Council has already taken

teachers out of retirement to fill vacancies in its schools and, outside London, Liverpool has been suffering from unfilled vacancies for several months.

In all, Ealing plans to recruit 140 teachers. Eighty of them will be employed to allow rising fives to be admitted to primary schools next September. The other 60 will be employed to reverse cuts in middle school staffing levels made by the previous Conservative administration.

The council may face difficulties in employing students leaving training from July 1 as they do not officially qualify to teach until August 1. But Mr Hilary Benn, who chairs Ealing's education committee, said he felt "with co-operation" difficulties would be overcome.

Meanwhile, Surrey is launching a recruitment campaign among graduates retiring early from industry and commerce to combat its "crisis" shortages of science, maths, craft design technology and business study teachers.

Councillors hope to persuade them to go into teaching as a second career on Burnham Scale 1 or instructor rates of pay and will send them on PGCE courses before they begin teaching. Advertisements will appear in the local press and professional journals.

"I do hope that we shall get some response to this because the situation is at crisis level. If we go on like this we shall not have any physics teachers," Mrs Audrey Cooper told the council's teaching personnel sub-committee.



Beaten master: the Soviet Union's world chess champion Gary Kasparov considers his move against Andrew Dunn, 19, a member of the English Junior Chess Squad, at Uppingham Community College, during a chess challenge there this week. Three of Mr Kasparov's opponents, Phillip Rossiter, 17, Phillip Morris, 18 and David Watts, 19, managed to beat him.

Merger urged on heads' unions

by James Meikle and Barry Hugill

The National Association of Head Teachers will today be urged by some of its members to start merger talks with the Secondary Heads Association.

Proposals to end the present "judicious" situation under which schools' senior management is represented by two associations are to be debated in private session by 540 delegates at the NAHT's annual conference in Cardiff.

Both the 26,500-member NAHT and the 5,500-strong SHA include secondary school deputies and heads and deputies from the independent sector in their ranks. Several hundred heads are members of both organizations but the NAHT also represents thousands of primary heads.

Supporters of the merger say fears that secondary school issues will be submerged if there is a link-up are not justified. They point out that the NAHT has managed already to highlight any problems and say it is more important than ever to speak with one voice as they come under increasing pressure.

There are a number of differences between the NAHT and the SHA on policy – most obviously on midday

supervision where the NAHT wants national agreement while the SHA advocates local ones.

Meanwhile, NAHT leaders expressed disappointment that the new Education Secretary, Mr Kenneth Baker, had declined to take up an invitation to Sir Keith Joseph to address the conference today. Mr Chris Patten, Minister of State, will address the headteachers instead.

Mr Baker was busy appointing his new parliamentary private secretary and political adviser – and both jobs go to people considered to be on the liberal wing of the Conservative Party. Out goes the controversial Mrs Edwina Currie, who was PPS to Sir Keith Joseph, to be replaced by Mr Alistair Burt, aged 31, Tory MP for Bury North, who is a solicitor and generally acknowledged to be on the left of the Conservative Party.

His political adviser will be Mr Tony Kerpel, aged 41, who replaces Mr Stuart Sexton. Mr Kerpel, a former film censor, was leader of the opposition on Camden Council for four years and was Mr Baker's adviser at the Department of the Environment.

NAHT conference – page 5.

Parents' rights put to the test

by Jill Sherman

The right of parents to be involved in decisions over the education of children with special needs is being decided in two test cases.

In both the parents have appealed against a local education authority decision to move their children to a local school for severely subnormal children, rather than full places at Steiner schools where both children are now being educated.

The first case concerns a nine-year-old Down's syndrome girl, Briar Wilcott, who now attends The Shell-

ings, a Steiner school in Thornbury, Gloucestershire.

The county council last year prepared a statement on the child suggesting that she be moved to a local special needs school, The Shrubberies.

Briar's parents claim that the council never held a proper statement conference, to which they are entitled, and have accused the council of ignoring evidence from the professionals.

Alliance county councillor Terry Bowman took up their case and persuaded the education committee to

hold a further conference. When it was held all the professionals were in favour of keeping Briar at the Steiner school.

Despite the conference, the special needs education officer refused to revise the council's former decision. Mr Bowman said he would now be approaching the chief education officer.

The second case, concerning a brain-damaged eight-year-old boy, who attends a Steiner school in Avon has its appeal hearing on June 4.

THIS WEEK

COMMENT	2
DIARY	6
SCHOOL TO WORK	11
PRIMARIES	12-13
OVERSEAS NEWS	14-15
LETTERS	16-17
BOOKS	17-19
RESOURCES	21-24
PERSONAL COLUMN	25-26
NOTICEBOARD AND CROSSWORD	80
CLASSIFIED	28



Parasitoid to Sir Keith:
Ted Wragg page 4



Hopes for Kenneth
Baker: profile page 6

The
Salisbury
Review

Controversial
forum: page 20



Children of Mao:
Books page 20



EXTRA: Health & hygiene
pages 35-46

Off the transfer list

Government ministers are meant to be infinitely adaptable. They are like football managers - available for instant transfer. There may even be - as in the case of Mr Kenneth Baker - transfer fees to pay, because nobody can expect to walk into the Department of Education and Science at this juncture without a pot of gold and make a success of it. With all their other virtues, Ministers are expected to be fast learners and rapid readers. Some, like Sir Keith Joseph, come armed with a reading list which they impose on their staff. More often it is the new incumbents who are confronted with the multiple briefs and background papers. Not all of this comes from their civil servants.

End pay dispute

The acute cause of the present difficulties is, as everybody knows, a long-drawn-out dispute about pay and conditions. People talk about it having lasted for 18 months. In reality it has been dragging on and off for more like three years. It is a dispute about pay. The local authorities wanted teachers' duties to be spelled out because over the years the unions had found that they could exploit the present lack of precision so that they could, with minimal loss of pay, stop their members performing tasks hitherto regarded as part of their normal duties. The two sides have tried to trade the two - pay and duties - and the Secretary of State has chipped in with his pennyworth on the regular appraisal of teachers.

First and foremost, however, this is a pay dispute. Given a deal on pay, the contract and the salary structure can be worked out. But all the elements of a deal, though clearly apparent separately, have to be brought together, and at a price which the teachers and the Government can accept.

Mr Baker will get nowhere if he simply denigrates the teachers' unions as Sir Keith was wont to do and pretends that they are unbelievably unreasonable. The teachers' unions - not just the NUT - argue perfectly reasonably that there is no hope of an agreement within the cumulative sum of £1.25 billion spread over four years which Sir Keith made so much of. If Mr Baker's advisors are Sir Keith made so much of, they will have warned him that a realistic figure for the increase - however it is staged - will be of the order of £1 billion a year by the time it has come fully into force and this would be over and above the "normal" annual pay settlements needed to keep teachers' pay in line with the market. And make no mistake: the market is extremely important - especially, but not only, for teachers of science, maths and other shortage subjects.

It is reported that Mr Baker has no predetermined line of credit with the Chancellor - no sum agreed in advance which he can use to dispose of this long and damaging dispute. Perhaps this is as well. The details of a settlement have to be hammered out and he needs to make his own judgement of what is and is not possible. But he is in a very strong position. He has been put in to clear up the mess which has now become an electoral liability. When he tells his Cabinet colleagues what the cost will be they will be hard put to it to turn him down.

At the same time, Mr Baker certainly doesn't need to give the teachers a blank cheque. He can say to the teachers: "I'm your best hope of a decent settlement. If you turn down my best offer, then I will see that it is you who go into the pillory, not me." If the going gets rough and he decides that the intransigence of the unions makes an agreement impossible, he will want to be in a position to make sure the odium for failure rests with the teachers' unions, not with the Government. Up till now the teachers' leaders have had the benefit of Sir Keith Joseph's poor public performance as spokesman for the Government. They would be unwise to suppose Mr Baker would be such an obliging Aunt Sally.

Moreover, the outcome of the High Court action reported on page 3 is likely to stiffen the authorities' resolve in any renewed dispute. Subject to whatever may happen if the case goes to appeal, local authorities may well be under considerable pressure to throw the book at teachers who refuse to cover. If this were to happen, apart from increasing the bitterness all round, it would mean that individual teachers would be a lot worse off or the unions would have to pay out a lot more. The court case increases the urgency: if no new contract can be negotiated,



the judges will end up deciding what teachers do. The effect of the prolonged dispute has been to lower the morale of the teachers and induce a widespread depression. As the Head Teachers' Association meetings this week at Cardiff (page 5) bore witness, the pressure on the people who bear the overall responsibility at the school level has been barely tolerable. It is they who now have to try to lift spirits and give some meaning to the cynical phrase "return to normal working".

Raise morale

Peeling paint and squalid conditions do nothing to make teaching conditions attractive. The HMI report last week suggested some of the things which need to be done to improve them. But loss of morale is most directly a direct consequence of the long-drawn-out dispute and the blame for it belongs to the Government whose unwritten wages policy engineered it. For the teachers, however, there is the added complication that it also derives from the action they themselves have taken. It is their misfortune that they cannot "apply sanctions" or "withdraw goodwill" or do any of the things covered by the phrase-book of euphemisms which describes industrial action in the schools, without hurting their pupils and spoiling their own professional lives. Not that, if they are any good. There must be many now, inside the profession and out, who would like to see the sort of settlement which might cause more teachers to decide like the Royal College of Nursing (and the Professional Association of Teachers) that industrial action is incompatible with a professional commitment. How many teachers whose pupils are now facing the examiners at O and A level less well-prepared than they should be because teaching has been deliberately withheld from them, will contemplate the scene without a qualm of conscience? Small wonder morale is low.

An early compromise on the General Certificate of Secondary Education would help to restore the atmosphere. There has to be some money - not merely nationally in the Rate Support Grant, but actually in the capitation money which filters through to every secondary school. But there has also to be a readiness on the part of the teachers' unions to set the dispute on one side and give priority to the training and planning which is required. The unions have insisted that their refusal to cooperate with the examination preparations was not a disguised form of industrial action but a responsible assessment of what can or cannot be done. If the Government meets them half-way on the money, now is the time to put that to the test.

No gimmicks

The immediate task is to clear the dispute out of the way. Getting the schools firing on all cylinders once again, however, is only the first step. Mr Baker is clearly expected by Mrs Thatcher to produce a fistful of rabbits from his hat to remedy the larger and more profound weaknesses which, she believes, underlie the education system.

This is where Mr Baker's problems begin. None of the furry quadrupeds so far suggested looks particularly promising. Some of them - like the present emphasis on parent power - have a simple but possibly beguiling populist appeal, but none of them looks remotely like the seminal innovation which could transform the educational scene. Vouchers conceivably might do this if they could really be made to work within a manageable period of time and at a

manageable cost. But, as the DES managed to convince Sir Keith Joseph, and must now set about convincing Mr Baker, neither of these conditions can be met.

To say that none of the bright ideas now being peddled is a panacea is unremarkable in itself. There are no panaceas, so why should any of these gimmicks be the exception to a well-established rule? The trouble is that the right-wing Conservative pressure groups which have provided some of the impetus for Thatcherism in the past seven years have latched on to education and sought to make it their own special policy preserve. Sir Keith Joseph began by wanting to share their certainties (and panaceas) but his intellectual honesty made him a disappointment to them. They convinced themselves that he had been "got at" by the DES and are convinced now that Mr Baker, who is not one of them, will be similarly brainwashed by the tired old mandarins of Elizabeth House.

Get rid of quacks

What Mr Baker has to do, above everything else, is to rescue the senior echelons of the Conservative Party from the coterie of right-wing education pundits who now have the ear of the Prime Minister. Mr Baker has to start by listening to a wider circle of advice. He has to build the broad base which is needed to carry through the policies which his predecessor launched. Sir Keith insisted on a style of decision-making which eschewed consensus and ostentatiously asserted the Government's will over all others. Making Sir Keith's decisions stick demands a quite different style.

Sir Keith has left behind a series of programmes which have to be worked at for several years if they are to come to fruition. The 16-plus exam reform is one. The first GCSE is still two years away. It is obvious that Mr Baker must now push for a radical review of A levels and the sixth form curriculum. This is long overdue but it is quite obviously the necessary corollary to the GCSE and the recent review of vocational qualifications. The AS level is a feeble compromise which convinces nobody.

The various exercises now taking place on initial and in-service teacher training have a long way to go before they are completed and fully operating, and here, too, what the new minister has to do is keep on a steady course. Similarly on the curriculum, the process of clarification begun nearly 10 years ago in the aftermath of the Great Debate, is not complete. None of these reforms adds up to a revolution, nor are they any substitute for the more fundamental review of the examination system and the structure of schools, colleges and courses which would be required if - as they should - Mr Baker and Mr Patten were now to go bull-headed for the new coherent system of education, vocational preparation, work experience and training, which Britain needs if it is to compete in the modern world. (It needs a much enlarged system of higher education, too, not the network of besieged institutions Sir Keith Joseph has left behind him.)

All this suggests that Mr Baker should resist the demand for "new" policies - except in regard to the rationalization of 14-19 - and that for much of the time his motto should be: "don't just do something, stand there". A great deal of the present public discontent with the education service is the direct and temporary reaction to the pay dispute. It would be crazy to go in search of gimmicks which offer a prescription which bears no relation to the diagnosis.

Mr Baker's time is short. He has two years, at most, in which to make his mark - no time for the more exotic ideas to come to fruition. There is, however, time enough to bring a new style to bear - a style which can be no less urgent for being less abrasive. Somehow, Mr Baker has to get people to work with him; not against him as Sir Keith Joseph managed to do with such disarming ease. In the future of local government in general, and the far, where Mr Baker's experience at the Department of Environment is going to be a major asset. To have recruited the head gamekeeper is not a bad start for the poacher. Now we shall see what he can deliver.

no comment

"Would you please not allow my son on to the school premises. He's truanting from work to come to school."

Second opinion

Power of positive leadership

Our education system certainly increased resources, to pay out good teachers and to provide needed basic equipment and maintenance of the working conditions. The other essential ingredients are needed now and for the future.

Morale in our schools is low. Along in the basement, heads need support in rebuilding the values all who it serves work within it.

At national level, Kenneth first task should be to introduce leadership and ensure Government colleagues from Mrs Thatcher down contribute to a good classroom teacher's praise and reinforcement of achievement produce results, negative complaints only reinforce failure. The much that is good in British schools (although it was not reported) that seven-tenths of all observed were satisfactory as well.

Unions, teacher associations, particularly the media also in national responsibility in the climate in our schools.

At local level, education authorities not only need to improve their management support for schools, but also practice positive leadership, applies to officers but perhaps particularly to elected members of the criticism of local education from recent HMI and Audit Commission reports is directly attributable to lack of decision-making by members. No successful school survive on budgets and other agreed annually and often without implementation.

Of course, there is always improving the management of heads and senior staff but offered little training in management and leadership, although small beginnings count. Before Sir Keith Joseph's times in this area, this was a *raison d'être* for the establishment of the Centre for the Study of Comprehensive Schools. With his "good practice" in our schools, the improvement of management leadership skills and its subsequent support of new developments at school level, provides one model of positive leadership in education - more as a task of re-establishing morale will essentially fall to heads. They can only hope to meet with full support from all quarters outside school from government, unions and local education authorities, staff colleagues and particularly department heads and other leaders in middle management positions.

The remaining element of the equation is parents. They have been so long how poor their perception are. How do we alter their perception? Along with students it is parents who need and deserve "ownership" and involvement in the school. In a hard-fitting speech to vice-chancellors last week the committee's chairman, Sir Peter Swinerton-Dyer, said that unless substantial extra funds were forthcoming the only choice would be to name universities for closure.

Rate rises and a six per cent Civil Service pay offer, with its inevitable effect on university salaries, had changed the universities' financial prospects from "depressing to disastrous", he said. A £60m deficit seemed likely for the system next year.

The Government is rumoured to be considering releasing an extra £180m over three years for university funding. But Mr Maurice Shock, chairman of the vice-chancellors' committee, said well over double that would be needed to maintain standards and capacity for research and delivery.

Neill Ransom is principal of Walsley Valley College, Leicestershire and a founder of the Centre for the Study of Comprehensive Schools.

National guide to university quality

by Hilary Wilce

From this week would-be students will have a national assessment of the quality of work in different universities to guide their choice.

Although the rating is of research rather than teaching, it is certain to colour the judgement of future students, who up till now have had only myths and traditions to rely on. Last Tuesday the 53 universities and institutions received a letter from the University Grants Committee rating each research department as either excellent, above average, average, or below average.

The letters, which also set out student numbers for planning purposes, were an amplification of the 1986-87 grants announced by the UGC last week (TES May 23).

Judgements were based on expert assessments, with factors such as success in attracting outside research funds also being taken into account. Warwick University, which last week was given the highest cash increase - 4 per cent - of any university had 10 out of its 15 areas rated as above average, and seven of these as outstanding.

The university was pleased because these included non-science subjects such as law and economics, as well as the technology-based subjects for which it is better known.

However neighbouring Keele University, which was among the nine institutions which took a maximum cut of 0.5 per cent, had only one area rated as above average and nine areas rated average, but 13 rated below average.

But there is no direct relationship between grant levels for next year and research ratings. Cambridge University, with 35 of its 56 areas rated as outstanding and the rest average or above, received only a 0.7 per cent increase. Lord Adrian, the vice-chancellor said this was "a great disappointment".

Among the universities with good general showings are Oxford, Imperial College, London, Southampton, Bristol, Southampton, Manchester, Leeds and Edinburgh.

The committee of the National Advisory Body, which advises the Government on public sector higher education, is seeking an early meeting with Mr Kenneth Baker, the new Education Secretary, to press for more funds for polytechnics, which face the prospect of a 9,500 cut in student numbers next year.

Bankruptcy warning

Warnings that universities may go bankrupt, or have to close, over the next few years, intensified this week despite a government promise of more funds.

The University Grants Committee is to consider warning sixth-formers that some institutions may close before they finish their degrees. And in a hard-fitting speech to vice-chancellors last week the committee's chairman, Sir Peter Swinerton-Dyer, said that unless substantial extra funds were forthcoming the only choice would be to name universities for closure.

Rate rises and a six per cent Civil Service pay offer, with its inevitable effect on university salaries, had changed the universities' financial prospects from "depressing to disastrous", he said. A £60m deficit seemed likely for the system next year.

The Government is rumoured to be considering releasing an extra £180m over three years for university funding. But Mr Maurice Shock, chairman of the vice-chancellors' committee, said well over double that would be needed to maintain standards and capacity for research and delivery.



More than 350 runners and walkers set off from Doncaster's Hayfield comprehensive school in Sunday to raise just over £1,500 for the Sport Aid "Race Against Time" appeal to aid the starving in Africa.

Teachers must cover for absent colleagues, judge rules

by Geraldine Hackett

A High Court judge has dealt a serious blow to one of the teachers' unions most powerful weapons in industrial disputes.

Unless an appeal is successful, local authorities will be able to fine teachers who refuse to cover for absent colleagues.

The sanction has been used to great effect during the recent pay dispute with classes having to be sent home.

Mr Justice Scott rejected the claim from the National Union of Teachers that cover duties are voluntary and that four local authorities had unlawfully deducted pay from teachers who had refused to take classes.

Teachers, he said, have professional obligations like doctors and lawyers. Those obligations include taking classes for other teachers. Unlike car workers, teachers could not "clock off". Co-operating with the school time-table was part of their job.

In a judgement that took almost two hours to deliver, Mr Justice Scott said teachers had to carry out such duties, irrespective of arrangements for supply teachers or the numbers of staff in a school. Such issues were "a matter of the policy of the local authority".

Teachers' contracts gave them no control over such matters, he said. After the case, the NUT accused the judge of being "one-handed". Deputy general secretary, Mr Doug McAvoy, said the test of professional obligations could not be just if levels of pay and salaries were not considered. He said he didn't believe the NUT had lost its case.

The judge had clearly said there was no contractual duty on teachers to cover for absent teachers, explained Mr McAvoy.

His reading of the case was not shared by the Association of Metropolitan Authorities. Mr Bob Morris, the AMA's education officer, said the case had reinforced the employers' view that providing cover was part of the implied conditions of teachers' contracts. The result was likely to be helpful in the current negotiations on teachers' contracts, he said.

Mr McAvoy rejected suggestions that the case had weakened the NUT's hand in negotiations. The employers would have to negotiate on guaranteed levels of staffing, he said. The union would still be able to impose no cover sanctions in industrial disputes, he said, though he accepted the judgment meant such action could lead to loss of pay.

The case brought by the NUT focused on four teachers, all from different local authorities, who had

pay deducted - the total cash involved was £9.95. Mr McAvoy said the action was intended "as a shot across the bows of local authorities" to prevent large-scale docking of pay during industrial action.

The case probably did deter local authorities from stopping pay, but they can now stop pay in accordance with the extent of damage caused.

Mr Justice Scott said manual workers were protected by law from deductions from wages (The Truck Acts), but Parliament had not extended that protection to professional groups. Employers were entitled, he said, to dock teachers' pay by an "equitable set off", that took account of a reasonable amount for damages.

Outlining the history of the dispute Mr Justice Scott said that the unions and the employers had not agreed on the extent of a teacher's voluntary duties, despite 10 years of discussion. Teachers' contracts were "silent" on the issue, but that silence was not, he said, a great surprise. Neither solicitors nor doctors would expect contracts that specified the professional nature of their duties.

"The contractual obligations of persons employed in a professional capacity are in my view defined by the nature of the respective professions," he said. The professional obligations of a teacher could not be confined to imparting academic knowledge. Teachers also had a duty to discipline classes, deal with fights in corridors and burns in chemistry lessons.

Teachers were not expected to teach 40 hours in a week, but at the same time, there was no agreement on the minimum number of non-teaching periods, he said.

All schools had arrangements for providing cover for absent teachers and they had existed for many years. The four teachers who had had their pay docked had refused to cover as part of a campaign of industrial action. In practice, teachers knew that they could be called on to cover for absent teachers during their non-teaching periods.

Non-teaching periods could be described as free time "unless needed to cover", he said. Teachers had, he said, a professional obligation to comply with administrative directions.

He went on to say that the local authorities were within their rights to deduct pay in the four cases because of the damage sustained by the teachers' breach of contract. He ordered the NUT to pay the costs of the four local authorities, Rotherham, Southall, and Walsley.

Government calls for legally-binding contracts

by Neil Munro and Barry Huggill

Teachers should have legally-binding contracts which education authorities would be given a new power to enforce, the Government says in evidence to the inquiry into Scottish teachers' pay and conditions.

The Scottish Education Department on behalf of the Government has told the inquiry, led by Sir Peter Main, the former chairman of Boots, that the "minimalist" view of teachers' duties favoured by the unions did not provide the basis for running a school system.

The Government also argues against giving all teachers the same pay increase. Instead the rewards should go to teachers of particular ability and to those with particular burdens such as principals of large departments and headteachers.

Mr John Pollock, general secretary

of the Educational Institute of Scotland, has accused the Government of being more interested in "fighting the last war" than in removing the grievances which led to the war.

Meanwhile, teachers who have to do extra work preparing and entering candidates for the 16-plus should be paid for it, says the Joint Council for the GCSE, an umbrella body covering all of the examination boards.

Mr Dennis Hatfield, chief education officer for Trafford and chairman of the Joint Council, said that a variable scale of payments would be necessary as the amount of extra work will vary from one subject or syllabus to another.

The examination boards will have to pay for the additional work required, he said.

Ban on return to Russia

Birmingham University has refused to allow five of its students, evacuated from Kiev after the Chernobyl disaster, to return to Russia to complete a

three-month language course in Krasnodar, 400 miles from Kiev. The decision, said the university, was for medical and academic reasons. **THE**

Professional Association of Teachers

WHAT EVERY TEACHER NEEDS TO KNOW

PAT is the most rapidly growing teachers' union in the United Kingdom. Its membership increased by 12,000 in 1985. Already in 1986, there has been a further increase in membership of several thousands.

PAT was responsible for the referral of the 1985/6 dispute on teachers' pay to ACAS and is committed to establishing professional conditions of service and professional levels of salary.

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PAT is not allied to any party political group and has parliamentary consultants and advisers in the Conservative, Labour and Alliance sectors.

If you wish to join PAT, all you need do is write to the following address (no stamp required):

Professional Association of Teachers
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Department EW
99 Friar Gate
Derby DE1 9BR

Sir Keith: epilogue



Artwork: Allen Curless

There is a phase in life known as pre-retirement. It is those twilight years of a working career when some people prematurely hang up their boots and spend their time crossing days off the calendar or throwing darts at photographs of the boss.

There are other kinds of pre-retirement phenomena. One common state is that of demob happiness when nothing can be taken seriously. A delirious head once told me: "I'll sign anything at the moment, because six weeks from now I'm fireproof." Her corridor was jammed with smiling teachers clutching scraps of paper and order forms.

Sir Keith Joseph manifested a third type of pre-retirement behaviour, that of the epitaph writer, for it is not unknown for distinguished people in positions of leadership to spend the last few years of their career imagining their eventual obituary. It was especially vital for Sir Keith to quit on a winning brief when he arrived at the DES in September 1981, because the press had labelled him as the dotty minister who, in his previous incarnations, had not only endorsed high-rise flats, but also rescued lame ducks in industry after preaching the need for government abstinence. He arrived eager to do something.

Back in 1981 the bookmakers had they taken bets on these unpredictable

'He deserves a grade A for his considerable industry'

matters, might well have offered even on Sir Keith's chances of winning the Epitaph Stakes. After all, he succeeded a string of ministers whose impact on education had been about as potent as a speck of dust landing on the Pacific.

Fred Mulley infuriated his officials by protesting that the only power he had was to close temporary buildings in school playgrounds; Shirley Williams was lovable, talked a good game, but failed to deliver; and Mark Carlisle never got beyond tons and units. Only a pulled hamstring, it seemed, could prevent Sir Keith cantering up the home straight and collecting his winner's sash and pension book, before being driven off to a well-earned timeless graze in the House of Lords.

Evaluating Sir Keith's achievements these past four-and-a-half years is like filling in a profile on a student who gets marks of A or E with little in between. After Fred Mulley, the memory plays cruel tricks with these non-entities - a reforming minister was quite a change, and reform he did, with the vigour of a thinking zealot. Even if one did not endorse his every move, he must deserve grade As for his courage in grasping the nettle of 16-plus extension, expressing more concern for the bottom 40 per cent, rescuing technical education when it was in danger of slipping off the curriculum, trying to improve the quality of teaching and teacher education, strengthening parents' rights, ending the politicians' stranglehold on governing bodies, and securing a better financial base for in-service training.

Ted Wragg says any attempt to assess the Joseph years is like filling in a profile on a student who gets marks of A or E with little in between



how he failed monumentally on something he himself always valued highly, the ability to manage his fellow human beings. Many heads, administrators and teachers are sad that he allowed that precious commodity, goodwill, to evaporate. Goodwill in a school is a little bit like the helium in a balloon, invisible and taken for granted. It is only when it is removed that you realize what he did. For demolishing it, something even the most crutinous and hum-fisted of his predecessors had failed to do, Sir Keith must be given E quintuple minus.

The weakness of his less competent twin brother, Sir Monty Python, was of two kinds. The first was a psychological inability to utter anything words about teachers. I have no idea why this should be. Perhaps he was unkindly treated by teachers in his youth. Was he, one wonders, given a detention for putting tin tacks on the teacher's chair, running a book on the Derby, or smoking behind the bike shed? I hardly imagine him as the bright, industrious pupil picking up high grades and eschewing the sort of behaviour that would have brought him up before the beak.

During a radio programme, in which I had chided him for not recognizing the countless good things that teachers give more praise, but, if he did so, large numbers of parents would say: "That man's talking rubbish." After the recording I promised to send him some examples of good practice which he could use. A few months later I wrote to him giving him details of the notable achievements of teachers, pupils, and indeed parents. In the 12,300 schools that had surveyed the United Kingdom as part of the BIC Domesday Project, I pointed out that it was the most impressive collaborative project by such a partnership anywhere in the world, and he could safely mention it in a speech as a plus for the education system. He never did.

The second kind of ineptitude showed in the many bizarre Crazy Horse stories about his regular eccentricities. Most of them stemmed from his essentially alien status as KJ the benign extraterrestrial mega-genius, a proletarian in particular. Hence the substantially true stories of conversations with bemused I.E.A. officials ("Are your primary schools really rigorous?"), low-achieving fifth year ("What do you think of integrated humanities?"), or, it is said, with Sir

boiled egg during breakfast. As it was probably not a boiled egg but rather his leader Zang, yet each time I met him I more, and it is a pity that I never saw him relaxed and unhumoured. On television he features etched deeper by fire with angst. With radio he was comfortable, though still not at ease. I did four Radio 4 line with him in his enormous domain at the DES. "Why are parents to pay so much money for the basics of education like books, Keith?" Deep dismay. Sir Keith sinks his head deep into his hair tresses into a 30-second coma - see the Government.

Government... just a mine going to get my syntax wrong, we still rolling? ... And seconds of agonised silence, a sound recorder and producer, ly crazy. It was not his fault, the man that he is, that the written medium required a convoluted simplification of the complex in two minutes.

Another face that was seen publicly was the liberal politician lending schools against the time ate right wing. He once addressed a Saturday meeting of political supporters in our circle theatre. My colleague Paul Richard Piny and I were there him afterwards. As the room with a mixture of solid citizens and kind of nervous mixed bag who send nervous glances at writhing for cover, Richard debated how we might escape this momentous event without a doming fake beard and duck the

We decided to tip up the stairs and hide in the programme somewhat undignified by not verity professors, but, if could always pretend to be an argue that Sir Keith's can be to use the title as our past event was marvellous to look

'For demolishing goodwill Sir Keith be given E quintuple minus'

one beetroot-faced critic after sprang up to ask what he pr about all the left-wing fomenting revolution in schools ("Where on earth we asked ourselves), Sir Keith them to produce evidence, and defended schools in a often witnessed publicly.

I shall want to remember his bright, likeable and competent man who had the best of both. His tendency to invent political hoof could be alarming, but he cared a great deal and worked his brief and that must count something in a world where frequently appear to the public indolent and indifferent.

Teachers are the easiest people the world to work with, and nately it is here that Sir Keith ably and comprehensively like suspect his successor, Mr. Baker of the smiling spokesman reap credit for the angular Sir groundwork, but I hope he accords Sir Keith some decent sure of recognition too.

He reminds me of the man in restaurant seen weeping publicly embarrassed fellow dinner. One him plucks up enough courage to say why he is so upset.

IN BRIEF

Question time

Labour-controlled Newham's education committee has voted to give all the borough's population the right to table questions for answer at its meetings - so policies and actions will be open to probing by teachers and parents. The committee has also decided to ask all its school governing bodies to open up their meetings to the public. The committee already co-opts parent representatives.

ILEA disrupted

The first meeting of the new, directly-elected Inner London Education Authority was disrupted on Tuesday by 30 members of the Campaign Against Racism in Schools protesting at ILEA "racist complicity" with a meeting held by the British National Party at an East London school last month. The High Court ruled that the BNP must be allowed to use the premises after the ILEA had sought a ban.

Private army

One hundred and fifty parents a week are joining the Independent Schools Information Service Association, which is pledged to defend private-sector education against attack from a future Labour or Alliance government.

Bill amendment

A Government amendment to be introduced to the Education Bill in the Lords next week to ensure freedom of speech at universities and colleges could lead to the formal policing of campus meetings to prevent disruption.

Dyslexia plea

A resolution urging local education authorities to meet the special educational needs of children suffering from dyslexia is to be put before the annual general meeting of the National Federation of Women's Institutes at the Albert Hall on June 5. It is one of four resolutions - the others are on child abuse, AIDS, and the WI's rules and constitution.

Technicians' rise

University technicians are to get a pay increase of between 5 and 6.17 per cent. The deal will raise the pay of those on the lowest grade from £4,769 a year to £5,008. At the top end of the salary structure, salaries will increase from £13,107 to £13,868.

Salary offer

Northern Ireland teachers look set to receive a pay rise of 5.5 per cent or £519, whichever is the greater, following the acceptance of a management offer by the leaders' side of the Northern Ireland salaries negotiating committee. The offer is the same as that made to teachers in England and Wales.

Research plea

Industry could be encouraged to increase its funding of science research, says the report of a working party set up by the Advisory Board for the Research Councils. The team under the chairmanship of Professor Peter Mathias, the Oxford economic historian, want the Government to maintain and if possible increase the civil science budget, but suggests the private sector may be prepared to contribute to "strategic" research.

MSC warning

Universities and polytechnics have been warned they could be the Manpower Services Commission's next priority in its attempts to reshape education. Mr Brian Nicholson, the commission chairman, told the annual conference of the Association of Vice-Principals last week, that their administrative system of vocational education and training through the parallel development of the Youth Training Scheme and the Technical and Vocational Education Initiative.

James Meikle reports from the National Association of Head Teachers annual conference in Cardiff

Hard cash or disruption, warns Hart



David Hart

Heads and deputies could bring wide-scale disruption to their schools unless they get a "hard cash" pay offer, the Government was warned this week.

The heads are reluctant to spell out their action plans with months of hard bargaining still to come - but they argue their managerial "balancing act" in the last 15 months has meant that fewer children have suffered loss of lessons than they might have.

Mr David Hart, general secretary of the National Association of Head Teachers, speaking at his union's annual conference in Cardiff, outlined what he wanted from the Acas meetings on pay and conditions between local authorities and teachers. He said "everything worth talking about will stand or fall on these negotiations."

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enable contracts to be honoured, Mr Hart said.

"The judgment in the NUT case, if anything, will increase the demand for a limitation on loss of non-contact time," Mr Hart added.

Appraisal "not to weed out the incompetent, but to improve performance" and a replacement of the discredited Burnham pay negotiating machinery were also necessary, he said.

● The National Association of Head Teachers wants separate pay negotiations for heads and deputies.

Delegates voted overwhelmingly for the move after hearing how senior staff had to take a pay cut when they were promoted to new posts at slightly smaller schools.

Conference also called for considerable pay increases for all teachers in return for a clear definition of both teachers' and employers' responsibilities and contractual obligations. Members added that the failure of the Government to fund an agreement arrived at under the Acas talks would be catastrophic.

Unanimous no-confidence verdict on Government

School heads and deputies have unanimously declared they have lost confidence in the education policies of the Government.

It is the first time this century that the National Association of Head Teachers has delivered such a blistering verdict on the politicians - and comes in the first week of office of the new Education Secretary, Mr Kenneth Baker.

NAHT council member, Mr John Woolton, successfully urged the delegates to make their own critical appraisal of a government which wanted "to get blood out of a stone and then as if to amuse itself to kick the stone around".

Mr Woolton, of Liscard primary school, Withens Lane on Merseyside, outlined frustrations on pay, lunch-

time supervision, GCSE, the state of school buildings and the lack of money for school equipment and books.

The only growth area, he said, seemed to be enjoyed by the makers of sticky tape.

Mr Peter Threlfall, head of Newfield School, Sheffield, said the Government seemed to want to enslave two of its partners in education: teachers and local authorities, and throw a few crumbs in the direction of others, the parents.

Mr Frank Mills, head of Marshalls-wood secondary school, St Albans, said the Government was trying to get education on the cheap, giving positive encouragement to the Independent sector while deflecting support from the maintained sector, where 93 per cent of pupils went to school.



Jan Leake

'Stay at home' payment urged

Mothers or fathers should get a "stay at home" payment to help give their children a start in life, according to Mrs Jan Leake, the new president of the National Association of Head Teachers.

She suggested that £35 to £40-a-week could prove a worthwhile investment by the government to prevent the future burden of helping children from disturbed family backgrounds.

Babies and infants at risk within violent or broken homes were sometimes affected for the rest of their lives. Unemployment, shortage of money, quick divorces and remarriage all helped add to the pressures on boys and girls before they even got to school.

"How much better it would be for the country as a whole if it were possible to fund a government scheme to pay one parent to stay at home during the formative years of their children's lives," she added.

Mrs Leake, head of Four Dwellings Junior School, Quinton, Birmingham, admitted her suggestion might "raise the hackles" of feminists and women's libbers, but men too might qualify for the scheme.

"I am not suggesting that the door to emancipation is closed for ever but when both parents work it is usually out of financial necessity. Motherhood is an honorable status, and one to which the country gives scant regard. Fatherhood, too, is equally important."

Plea for Baker to give 16-plus extra money

The new Education Secretary, Mr Kenneth Baker, was told by heads to give the GCSE "the kiss of life" and find extra money for the new exam.

There seemed a reluctant acceptance at the NAHT conference that the Government is not going to delay the exam a year.

But members warned that the examination success of children - who would be the GCSE guinea pigs - was at risk unless the Government gave at least four times the money that has so far been found.

As the TES went to press, the conference seemed certain to register continuing strong protest at the way the Government has handled arrangements for the introduction of GCSE courses this September and was yet another plea for postponement.

Several speakers gave their own examples of the difficulties schools were under in embarking children on new courses. Mr Dave Blackford, of St Ives comprehensive in Cornwall, said he had just £2,350 to get children started. Two English teachers would need a month to do assessments, leaving him with the worry of how to provide teaching for other pupils, even if it was

with supply staff who were not expert in their subject.

Mr David Osborne, of Hobart High School, Loddon in Norfolk, said money provided in his school for home economics would provide one electric hand-whisk, or in maths and English, a quarter of a textbook or reader per student.

Mr R. Harris, a Swansea comprehensive head, said that in Wales fewer than half the heads of subjects had attended GCSE training.

There had been no training in Welsh, no materials except for translations of 10 of the 20 teacher manuals and only two syllabuses in music and religious education had been translated - by volunteers.

He acedly commented: "Our Secretary of State is apparently quite happy that youngsters cross the threshold of GCSE with a song and a prayer."

Mr Bob Fisk, of Conquet high school, Amble-by-the-Sea, Morpeth, said the exam was under-resourced, ill-prepared and inadequately assessed. "The GCSE needs the introduction of resources that will give it the kiss of life," he said.

Anger at meals staff rebuff

Heads and deputies are annoyed at suggestions from school dinner ladies that teachers should "get stuffed" and play no part in supervising children at midday.

Mr Peter Baldwin, a council member of the National Association of Head Teachers, said this week: "Heads are preventing mayhem breaking out in school at the moment."

He added: "We have in our schools very young people who at weekends are rioting on football terraces but who are still under control if the heads stay there."

The conference of the dinner ladies' union, the National Union of Public Employees, in Bournemouth last week voted for supervision arrangements that did not need any teacher participation.

Delegates, angry that industrial action through teachers boycotting voluntary lunchtime supervision had helped undermine the service in some areas, said that in future the dinner ladies could manage on their own.

Members of the NAHT are annoyed that some new local agreements on midday supervision allow teachers no part in day-to-day working of the schemes, but expect heads to remain in schools and keep the dinner ladies' pay and conditions under review.

Stress advice needed for A levels

by Barry Hugill

Nearly 70 per cent of A level students suffer from stress-induced problems in the run up to the exam. Many of them do badly because they are unable to cope with the stress.

A survey undertaken by Mr Don Davies, a former principal lecturer in teaching studies, shows that only one in five students receive any help in reducing the stress.

Common problems in the week before the exam are an inability to sleep, loss of concentration, headaches, nausea, stomach upsets, and poor appetite. Almost all students suffer from tiredness.

The majority of students don't develop any symptoms until about a month before the exam but a minority have problems up to a year in advance.

Most students were convinced that they had not done as well as they should have. Many had done much better in the "mocks".

Mr Davies is calling on schools and colleges to introduce courses in stress management.

"It is common knowledge that a large number of students' examination performance continues to fall despite the fact that they have done well in their ability," he said.

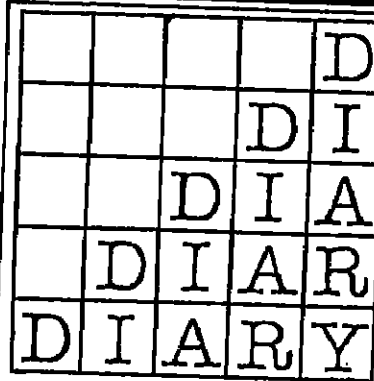


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(173)



Quiet adieu

"I got it all wrong," Sir Keith told an amazed Peter Smith, editor of *AMMA's Report* two days before his departure. He was referring to his relationship with the press but appeared very subdued, very depressed.

On the fatal Wednesday he crept into his office a couple of hours before the official announcement of his departure and quickly cleared his desk. The few officials around were called in for a handshake and a sherry. And that was that. No farewell party, no speeches, no clock.

A wife's lot

Pity Mary Baker. Her career appears to be blighted by her husband's success. Kenneth has just grabbed the limelight by taking over Sir Keith's job at the DES and not that long ago he did the same by stepping into Patrick Jenkin's shoes at the DoE. Mrs Baker felt obliged to resign from the London Docklands Development Corporation board on his first elevation. Now, it is rumoured, she thinks she should leave the Croyham Committee which is inquiring into the workings of the University Grants Committee.

Reporting snub

Journalists were not the only casualties of the decision by the National Association of Teachers in Further and Higher Education to hold a conference in London. The *Times* Supplement's reporters from its annual conference.

Giles Radlow, Labour's shadow education spokesman, addressed a fringe meeting and failed to get reported, as did Norman Willis's peroration to the troops. Both men were not amused.

However, the acronym-prone John Pearson, Labour leader of Wakefield Council, walked out in support of the Supplement's as he was once a member of the NTJ. But some mistakes surely? His council voted in April not to advertise in *The TES* and told schools not to buy any Murdoch papers.

Badges to suit

In order to inject a note of light relief into three days of heavy debate, Dave Trieman, NATFHE's negotiating secretary, sports a selection of badges from his school days on his lapel.

His schedule, he revealed, this year would be: day one, *News International* debate; boxing; day two, salaries; gymnastics; day three, rules; football; and deputy head boy on all suitable occasions.

Initial power

In honour of this column's name we announce the arrival of a twice-yearly magazine called *FACTS* published by ECCTIS which contains details of CATEs recently introduced by the CNA.

Beddy byes

Two sixth-formers were expelled two weeks ago from 28,000-a-year Cranleigh School in Surrey after being found in bed together on a Saturday afternoon by the matron in, of all places, Loveday House.

Acronym

Chronic decline in maths staff recruitment, says NATFHE

by Hilary Wilce

The fall in the recruitment of maths teachers is reaching chronic proportions, according to a survey of training courses.

The study by the lecturers' union NATFHE shows a 25 per cent decline in recruitment of students with maths as their main subject to secondary post-graduate teacher training courses between 1984 and 1985.

There has been a 41 per cent reduction in the recruitment of students - mainly science graduates - with maths as their second subject on these courses.

The survey says the 25 per cent fall contrasts with a planned increase of 20 per cent. It also shows that recruitment to secondary BEd courses was almost 50 per cent below the Department of Education and Science target, with combined first-year intakes totalling only 108 students, compared with a target figure of 200.

Dr Derek Woodrow, of Manchester Polytechnic, who conducted the survey for NATFHE's mathematics education section, said further reduction were widely predicted for 1986.

The survey showed some limited improvement in recruitment to primary undergraduate courses. "But this is still way below what we need even to replace those teachers with a maths qualification who are retiring or leaving the profession," Dr Woodrow said.

The survey points out that trying to increase the number of places and institutions offering maths courses, as envisaged by the National Advisory Board which advises the Government on public sector higher education, will increase staffing and support costs and could lead to financial penalties for those institutions which fail to reach their target figures.

Dr Woodrow said he hoped his association's national executive would decide to press for the same sort of protection for colleges and polytechnics that the universities had secured to safeguard their funding in shortage areas.

The survey, which covered 38 institutions, showed that few secondary courses yet meet the amount of specialized subject study demanded by the Council for the Accreditation of Teacher Education. However, it indicated that recruitment to in-service

maths courses was being maintained, and in some cases increased.

Dr Woodrow said he did not feel that either the special bursaries to be given to students in shortage subjects from next autumn, or differential payments to maths and physics teachers, would answer the problems.

"My personal feeling is that we have to try to reverse the view of teaching as a difficult job, with a lot of work and hassle for not much money."

"Maths teaching is going through a very interesting time and we need to try to publicize that to counterbalance the general bad press that teaching is getting."

The results of the survey came as the Open University is considering offering courses to teachers who want to retrain in shortage subjects. Informal discussions have taken place with DES and Manpower Services Commission officials, and science faculty staff are discussing possible course formats.

Dr Keith Bolton, the faculty sub-dean, said there were indications that money might be forthcoming from the DES for such courses. "Most of our undergraduate courses have a three-year planning cycle," he said. "But with something like this, where the need is obviously urgent, we could probably get something out in 12 to 18 months."

● The Engineering Council wants the Government to consider paying higher salaries to maths and physics teachers as a way of attracting staff qualified for the subjects, writes *Geraldine Hackett*.

The council is concerned that the current shortage of maths and physics teachers is partly responsible for Britain's loss of competitiveness in world trade. Immediate action is needed, says the council, if the nation is to become numerate and more literate in science and technology.

Among the solutions that should be considered are: differential salary structures or reward systems; the provision of facilities; equipping schools with modern facilities for science and technology teaching; a national campaign to attract men and women back into teaching; and schemes encouraging mathematicians and physicists from industry to take early retirement and transfer to teaching.



Nan Whitbread

NATFHE voted to exclude *The TES* and *The THES* it would be acting against TUC advice.

Members of the National Union of Journalists at *The Times* Supplements were working according to their union's instructions, he told delegates. They were not based at Wapping.

Other union conferences - the National Union of Teachers and the National Union of Public Employees - Wapping but allowed Supplements staff to report them.

Meanwhile, Nan Whitbread, outgoing president of the union, told the conference: "The Government will be committing electoral suicide if it goes ahead with cuts in public sector higher education."



Dr David Jones (pictured) has been appointed the first deputy general secretary of the Professional Association of Teachers. The new post has been created following the growth in membership of PAT. Mr Jones, aged 48, was senior advice education officer for Manchester. He has been with the authority for 12 years and had responsibility for further and higher education.

Language policy rethink planned for secondaries

by Barry Hugill

Senior Department of Education and Science officials are working on a new modern languages policy for secondary schools.

They are concerned about how few boys opt to study a foreign language in their just two years of compulsory schooling, and they believe that the dominance of French over other languages has to be ended.

A consultative document, due to be published in the autumn, will call on schools to examine the way they teach modern languages.

They will be asked to reduce the amount of time spent on grammar and literature and to concentrate on vocabulary and communication skills.

The DES would rather than a majority of school-leavers were able of ordering a meal in a Paris restaurant than that a few be fluent with the complete works of Proust.

Schools will also be told that it should offer a wider range of modern language options.

A major concern is that industry is consulted by the DES has scant interest in improving the language skills of pupils. Many are convinced that English is a perfect, adequate language in which to do out international business transactions.

"It explains a great deal about recent export performances," says depressed DES.

Institute review expected

by Geraldine Hackett

The future direction of the Foreign and Commonwealth Institute is under review. A four-man team is expected to report this autumn.

The team is examining how far the Institute goes to fulfil its remit to serve Commonwealth countries and the multicultural community in Britain.

The Institute is one of 400 non-government public bodies under review - apart of the recommendations of the Rayner survey carried out on government departments.

Currently, the Government provides £25 million a year to the Institute, about 78 per cent of its total funding. Other revenue comes from sponsorship and fund raising.

Mr James Porter, the Institute's director, said he believed the review might encourage the Institute to increase its independent revenue.

"I hope the review will see the scope for an organization that looks at multicultural education, not just from the perspective of the overheated debate about the inner cities, but from the perspective of other countries."

New magazine

The first issue of new magazine dealing with special education will appear on June 15. The magazine, *Special Children*, is aimed at both parents and children with special needs and professionals involved in special education. The editor is Mr Howard Sharro

Training criteria attacked

by Bert Lodge

The criteria used to decide which teacher training courses are "worthy" are "pretty crude and unfounded", a conference of teacher education lecturers has been told.

"Their lack of fundamental position is irritating," said Professor Ian Rudduck, head of Sheffield University education division, about the criteria applied by the Council for the Accreditation of Teacher Education (CATE) set up last year to examine courses in about 80 institutions throughout England and Wales.

The conference was arranged at the Royal College of Nursing in London by the teacher education study group of the Society for Research into Higher Education.

Professor Rudduck challenged the requirement that staff concerned with pedagogy should have recent and relevant experience in the classroom, which should be regularly updated. She doubted the value of involving practising teachers in the selection of candidates for the profession and questioned the personal qualities to be looked for in applicants.

Referring to a recent circular from the council, *Canote 4*, which suggested teacher trainers would lose credibility with their students if they did not regularly return to the classroom, Professor Rudduck said the days of schoolteaching a year being talked about would not restore credi

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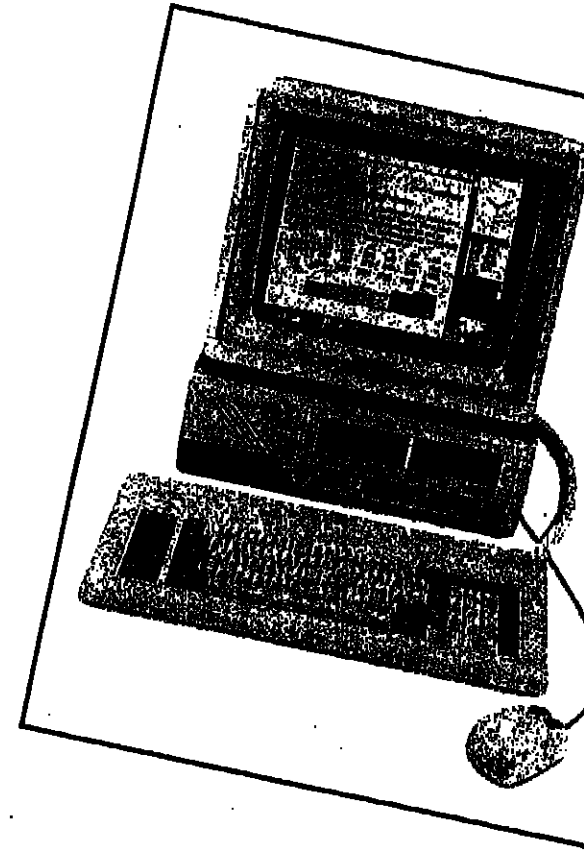
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Kenneth Baker has just completed his first week in office. Here Barry Hugill profiles the new Education Secretary and (opposite) assesses Sir Keith Joseph's term

The wet who wants to see the cash flow

Love him or hate him, colleagues of Mr Kenneth Baker are agreed that he will be one of the more successful Education Secretaries.

The key to their optimism is the widespread view that Sir Keith Joseph has left the education system in a mess. But a mess, as *The TES* editorial put it last week, "from which it can hope to recover if new money and leadership is forthcoming."

The new leadership is now in office and the money will not be long in coming. Mr Baker's last act as the Environment Secretary was to put in a £2 billion bid to the Treasury for additional current expenditure by the local authorities. It is understood that his successor, Mr Nicholas Ridley, will not block that bid.

That £2 billion will notationally produce about £1 billion for education, given that it takes up about half of all local authority spending.

Not that teachers should start planning next year's Spanish holiday or parents lessen their fund-raising efforts on behalf of their local schools. It's not "new money" but a belated attempt to bring new Treasury projections into line with what councils are already spending. The £2 billion will allow the authorities to maintain the education system as it is without having to "overspend".

Nevertheless, it will allow Mr Baker to present himself to the teacher unions and to the public as the man who managed to win extra resources for the education service. And there is no doubt that he will fight tooth and nail in Cabinet for more money for his department. And that, in a nutshell, is the major difference between him and Sir Keith.

In the words of a prominent Young Conservative, Mr Baker "will argue in Cabinet for extra cash because he knows that if he gets it he is on course to become Prime Minister. Sir Keith had intellectual convictions that prevented him demanding funding at a time when the Government was committed to reducing public expenditure. Kenneth Baker's overriding commitment is to the greater good of Kenneth Baker and that means more money for schools."

Mr Robert Key, Conservative MP for Salisbury and a former teacher, comes to the same conclusion for different reasons: "I have known Kenneth for 10 years and in all that time he has shown a deep interest in education. He is exceedingly able and my only fear is that he will not stay in the job long enough."

Mr Key, clearly delighted at the appointment, had this friendly advice for Mr Neil Kinnock: "I think he must be a worried man at what Kenneth will do to Giles Radice. Perhaps he ought to have his own re-shuffle."

Mr Baker has some experience of educational politics. In 1980 he was responsible for a report advocating the abolition of the ILEA. It was, *The TES* said at the time, a "shoddy" document but it did Mr Baker little harm and within a year he was appointed Minister for Information Technology.

Cynics say that he wrote the ILEA paper "because he knew that Mrs Thatcher wanted it scrapped so he produced a report saying just that". Friends believe that as both a resident and, at the time MP for, Marylebone he had become saddened by his day to day contact with the large, cumbersome and bureaucratic ILEA machinery.

He got the Technology Minister job because he asked Mrs Thatcher for it, writing her a paper urging that she create the new post.

At a time of expenditure restraint, Mr Baker launched a campaign for the "sunrise" industries and managed to boost Government support from £30m to £250m in just two years. "If he can do for schools what he did for the high technology sector he's well on the way to Number 10," says a Tory back-bencher distrustful of his ambition but admiring of his achievements.

During his time as Technology Minister he was closely involved in the programme to bring the micro computer to schools. All of those who worked with him on that project spoke highly of his commitment to science and of his ability as an administrator. On the whole they got on well with him and did not find him an uncaring taskmaster.

As the man in charge of the micros in schools programme he had his brushes



Kenneth Baker... famed communicator.

with the DES. The project was the responsibility of the Department of Industry, to which he was attached, but it was felt that Elizabeth House ought to be involved.

At one, by now almost legendary press conference, Mr Baker made no secret of his impatience with the DES. He appeared, as one journalist remembers, "to go out of his way to

make a fool of Bob Dunn". Soon after, he let close friends know that he would like the job of Education Secretary.

His skills as a PR man are well known. His politics are less clear. Long known as a Heathite, he was excluded from Mrs Thatcher's first administration because of his wetness. His reputation remains that of a liberal with distinct social democratic leanings.

The Guardian: "Mr Baker believes in wit and soothing argument and more spending. He is bound at first to be more popular with the massed ranks of the teaching profession; and that is good."

The Daily Telegraph: "Public relations have never been Mr Baker's problem. He has to show he has substance as well as style. If there is a doubt, it relates to his willingness to bully a highly bureaucratic department into action."

Peter Clarke, right-wing columnist, in *Today*: "Kenneth Baker has kept municipal Tories preoccupied with finding all the money Nalgi and Nupre want."

The Financial Times: "He has experience of higher education from his work on information technology and is also well versed in the ways of the local authorities, on which the future of education is so dependent. He is a personable figure who should go down well in public."

The Times: "Mr Baker has a clear short-run task. Too many English schools, too many of their pupils are under-achieving. Central government initiative can help parents and teachers stop the rot. The nation's posterity depends on his judgement, flair and energy."

Daily Mail: "If the new man, the affable and able Mr Baker, is to carry more conviction, he will have to carry more cash as well. He will have to do what Sir Keith never could: Stoop to conquer."

The Sun: "Opportunity knocks for our Kenneth... Mr Baker's FIRST task is to make clear that he is in charge."

"Either the teachers behave themselves, or else they will be sent home until they are prepared to do the jobs for which they are paid. THEN, there must be a military-style exercise to restore standards in the classroom."

The survey, which covered 500 people, was carried out by AGB, a firm of pollsters.

'We must equip the young'

On taking office Mr Baker said: "I am very proud that the Prime Minister has given me this great responsibility. The future of our nation lies in the hands of our children and young people. We must equip them with skills and attitudes which will serve not only their future but that of Britain. No effort will be spared to improve our educational system and to move more schools, colleges and universities up to the level of the best."

I want to pay tribute to the innovative work undertaken by Sir Keith Joseph and the major reforms he has set to hand - above all the changes in teacher training, the reforms in our examination system, the establishment of widely agreed objectives for the curriculum in our schools, and the commitment to raising standards for every one, particularly for the low achievers. I shall also want to ensure that the resources are available to secure the success of these policies."

I am fortunate to inherit a good team of ministers at the Department of Education and Science. I look forward to working as closely with them as I did with my colleagues at the Department of the Environment, all of whom I shall miss very much."

witness his support for greater public expenditure. But his views on how much control Whitehall should have over the actions of the L.E.A.s are unknown.

Critics of the radical right claim that, at heart, he is a centralist but his record at the Department of the Environment indicates that, within limits, he is happy to see the local authorities get on with it in their own ways.

He is a man with a keen sense of humour and is always able to laugh at himself. Whether he retains the capacity remains to be seen. Contrary to press reports he is not the author of the praised, but almost totally unused, anthology of poetry *I Have No Gun But I Can Spit*. He was merely its editor.

Mr Baker's educational judgement was at fault when it came to choosing a preparatory school for his son Owen. The unfortunate youngster was sent to Downsend School in Surrey. It was his father told friends, "a dreadful place". A view confirmed by a former HMI report which roundly condemned the school for its poor provision in most subjects, especially science.

All of his three children, Amy, Sophie, 18, and Owen, 15, went to state primary schools before going on to the independent sector.

Famed communicator that he is, the new Minister is at present refusing press interviews. And he has declined to take Sir Keith's place at this week's NAHT conference. Mr Chris Patton is substituting for him today.

Mrs Jan Leake, new president of the National Association of Head Teachers, said: "We feel he is missing an opportunity of meeting the managers of the profession." However she perhaps understood Mr Baker's reluctance to appear so soon after he started his new job.

Under 10 per cent of those polled in a survey for BBC's *Breakfast* programme said they were satisfied with the quality of state education.

The findings put education and health second to unemployment in the list of issues voters are most concerned about. Top of the list of changes should make was increased spending on resources. Those polled also wanted to see more discipline in schools and better teacher training.

Asked who was most to blame for the current problems in education, 46 per cent said the Government, 28 per cent teachers, and 26 per cent the parents.

The survey, which covered 500 people, was carried out by AGB, a firm of pollsters.



Tired, emotional: Sir Keith's intellectual prowess failed to get the better of the educational status quo, say his friends

The guru who ran out of time

What the schools need, declared last week's *Spectator*, organ of the Tory right, is much more self-control and much less interference from the local authorities.

It was saying much the same when Sir Keith Joseph was appointed Secretary of State for Education in 1981. The tragedy, old friends of Sir Keith are now saying, is that the man regarded by many on the radical wing of the Conservative Party as a "guru" of free enterprise and decentralization failed to put any of these ideas into practice after holding the job for longer than anyone in 30 years.

The Tory radicals were delighted with Sir Keith's appointment. For the first time, they told anyone who would listen, we have a Secretary of State who will take on the trade unions and the DES mandarins.

The said mandarins were shocked when Sir Keith, within days of taking office, circulated them with a reading list containing the names, among others, of Hayek and Adam Smith.

In the early 1970s Sir Keith founded the Centre for Policy Studies - a right-wing think-tank set up to win the ideological battle with the corporatists who had, to his mind, taken over the leadership of the Conservative Party.

He brought to the DES an impressive armoury of intellectual credentials and, to the dismay of the civil servants, Dr Rhodes Boyson, who was appointed a junior minister.

Dr Boyson was, and still is, a long-standing member of the National Council for Educational Standards, the right-wing pressure group dedicated to "setting free" large chunks of the state school sector.

Sir Keith hinted that radical reforms were on the way when he retained the services as political adviser of Mr Stuart Sexton - a man whose name is synonymous with vouchers and grant-maid schools.

Yet it was not to be. Dr Boyson departed after making little impact. His friends put it about that Sir Keith had backed the civil servants in blocking his attempted reforms.

Sir Keith's letter of resignation...

Dear Margaret
As you have known for some months, I have thought that a fresh voice is needed at DES to carry forward and develop our policies for better education at all levels of ability in schools and for improved standards in further and higher education. I am now writing to ask you to accept my resignation.

I have relished hugely the opportunity to work under your leadership, first at Industry and then at Education and Science. I will from the back-benches enthusiastically support your and the Government's policies to encourage enterprise and competitiveness in the country's trade as the necessary base for more jobs and for the quality and scale of public and social services.

Thank you for unfailing personal warmth and kindness over many years. Yours ever Keith

... and the reply from Mrs Thatcher

My dear Keith
When towards the end of last year, you told me of your decision not to stand

Mr Sexton, a close friend of Dr Boyson, was banished to a back room to write speeches for Mr Robert Dunn. Sir Keith proposed radical reform of the examination system; he concentrated attention on the plight of the "bottom 40 per cent"; he introduced legislation giving much greater power to parents on school governing bodies, yet to the Tory radicals he had become a prisoner of the "establishment". By the beginning of this year they were openly calling for his replacement by someone of the true faith - preferably Dr Boyson.

At the Conservative local government conference earlier this year, Sir Keith was faced with calls from the floor for a more radical approach to the problems of the educational system.

Vouchers, he told delegates, are an administrative impossibility; peace studies are undesirable but it is not the Secretary of State's job to tell L.E.A.s what their teachers can or cannot teach; direct grant schools are excellent but there is little possibility of their re-introduction.

It was rather as if Mr Tony Benn had told a meeting of Labour activists that they must recognize the valuable role played by the public schools. "I thought he (Sir Keith) was a radical," commented one disillusioned young Conservative. More, it must be said, in sorrow than anger.

Yet, despite his rejection of the radical reforms demanded by the right, Sir Keith won no friends on the left and centre of the political spectrum and moved out of office having alienated practically every educational interest group in existence.

One of the few people who remained to be anything other than polite about Sir Keith last week was a senior civil servant who mused that "perhaps in 30 years time people will think differently about him".

Most politicians would regard such a political epitaph with distress but Sir Keith Joseph is no ordinary politician. The possibility of such long-term rehabilitation probably pleases him greatly.

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Physicists' rocket for boy-biased questions

by Geraldine Hackett

Physics tests which frame questions round the science of rockets or the velocity of footballs may be putting girls off the subject.

The organizers of the British Physics Olympiad, a contest entered by schools' best students - have become so concerned that few girls reach top places they are searching for questions likely to interest females.

Some 60 schools competed in this year's Olympiad and a team of five was chosen to take part in the international session next month. In the British finals, the highest girl competitor was placed around 40th. The problem is not confined to Britain - the international Olympiad last year had no girls in the contest.

Mr Bill Jarvis, founder of the British committee, said an appeal was being made to women physicists and teachers of girls to submit questions.

"I'm not the expert in this field and it would be patronizing to say we are looking for questions round the physics of the kitchen."

"We can see what we must avoid, which is specifically boy-orientated questions. That leaves us a wide choice," said Mr Jarvis.

The basic problem is that few girls take A levels physics. The paper set for the Olympiad is harder than A level, but does not require extra work to compete.

The test papers are sent to science advisors and then circulated to schools. Professor Cyril Isenberg, secretary of the committee, estimates that only five to 10 per cent of entrants are girls.

He said: "A lot of activity needs to be done to encourage girls to do physics. Physics is concerned with how things work and the theory of motion."

The committee is also concerned that science advisors may not be passing test papers on to schools.

"The idea of the contest is to encourage excellence in physics, but it may be that some advisors see the competition as elitist. There is some evidence that advisors are not passing papers to schools," said Professor Isenberg.

The committee hoped girl-orientated questions could be introduced for next year's British finals.

"It may turn out to be a bit of a red herring. The knowledge of physics is important and whether questions are about engines or rainbows may not make much difference," said Professor Isenberg.

OU ponders legal action on free debts

The Open University will consider legal action if students fail to pay their debts. Last October, a debt-collecting agency was called in to trace £500,000 owed in fees but to date only half of this has been recovered.

The company, Dixon Commercial Investigations, which has been used by the OU for several years, admits that it only gets a success rate of 62 to 65 per cent each year on OU debts. With commercial contracts, it boasts a success rate of 85 per cent.

An Open University spokeswoman said that procedures for collecting debts had been tightened up considerably as a result of financial squeezes on all activities.

Students who failed to pay up at the right time were now threatened with sanctions and were unable to register for courses in the following year.

The Open University could no longer rule out the possibility of legal action, she added.

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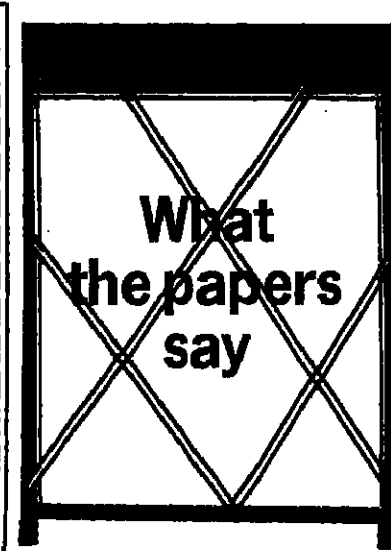
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Mr Baker's appointment as Sir Keith Joseph's successor was generally applauded in the press. Only one columnist, in *Today*, was critical. This is what they said:

NEWS

In brief

Testing heads

Headteachers have been told they must go back to school - to learn how to interview people without bias. They will have to attend a nine-day course aimed at making them aware of Labour-controlled Sheffield council's policies on racism and equal opportunities. They have to pass a test to become "accredited interviewers".

Vandals blow

Vandalism in schools in Northern Ireland is now costing at least £1 million a year. The perpetrators are often pupils or ex-pupils of the schools. At one Londonderry school a library has been closed permanently because of the damage.

Voted out

The Belfast Education and Library Board has effectively voted itself out of existence. The move is a last resort to ensure that the administration of education in its area can be resumed. Filibustering tactics at successive meetings in protest at the Anglo Irish Agreement had made business impossible. The board has now elected, by 15 votes to one, not to meet for three months, during which time its committees will independently deal with matters.

'Action' launch

The first steps to create a national umbrella organization for parents of children with special needs have been taken at a conference co-ordinated by the Centre for Studies on Integration in Education at the Spastics Society. A working party of parents from eight regions has been set up to prepare for a launch at the end of June. The organization is provisionally called "81 Action".

History move

All schoolchildren should undertake a history course in their last two years of compulsory schooling, the History Association has told the Education Secretary. The course should have seven themes - population trends; Britain's changing position in the world; economic change; trade unions; the meaning of democracy; welfare policy and social and cultural trends.

Four term vote

The National Union of Teachers is consulting members on proposals to replace the three-term school year with four terms. The union's 530 local associations have been invited to comment before a response is made to suggestions by the Association of County Councils.

Parents demand

The All-England Parents Action Group has asked for a meeting with Prime Minister to discuss what it describes as the crisis facing state education. In its letter to Mrs Thatcher, the group says she has yet to speak directly to parents. The Prime Minister's discussions on education policy have only been with professional educationists and industrialists.

Drug watch boost

The Welsh Office is providing a further £350,000 this year to prevent drug addiction. The money will be allocated to the country's nine health authorities to pay for additional health education officers to work specifically on preventing drug misuse.

Anorexia probe

The West Midlands Regional Health Authority is to investigate the prevalence of anorexia nervosa amongst Birmingham schoolchildren. The Authority hopes to identify children at risk and then take preventive action. Anorexia is 12 times more common in girls than boys.

Keele flypast

The inauguration of Sir Claus Moser as Chancellor of the University of Keele on June 2 is to be marked by a flypast of the air squadron of Birmingham University. Sir Claus, who formerly headed the government's statistical service, served in the war-time RAF.

Diane Spencer looks at the prospects for Jonathan Savery who had faced allegations of racism

Tribunal clears teacher on disciplinary charges

Mr Jonathan Savery, a Bristol teacher, was cleared last week by a panel representing Avon education committee investigating disciplinary charges arising out of allegations of racism.

But the black caucus, the Multicultural Education Centre Afro-Caribbean and Asian Workers' Group (MACAW), which accused Mr Savery of inciting racial tension in an article he wrote for *The Salisbury Review* last July, says it will not accept the verdict.

After 13 hours' debate the six-strong panel made up of two Labour councillors, two Conservatives, one Alliance and a clergyman, decided by four votes to two that the article was not racist.

But members added that individuals might place a racist construction on Mr Savery's article. They were evenly divided over whether the writing of the article and any provocation arising from it amounted to such professional misconduct or misjudgement as to warrant formal disciplinary sanctions.

The panel thought it would be difficult for Mr Savery to remain as a member of staff at the multicultural education centre, where he has been since 1977, given the circumstances there. But they could not find a majority for a recommendation about his future status.

Mr Savery, who is seconded to Merrydown boys' school in Bristol, said he would be carrying on teaching there as normal. "The verdict was a decision in favour of free speech. I hope it will be welcomed by the profession generally."

He said he was determined to stay in the field of multicultural education because it was interesting, and "it is important to have experienced people who can argue against allegations mischievously made." Mr Savery was one of the first recruits to the multicultural education centre.

Mr Colin Abraham, regional official of the National Association of Schoolmasters/Union of Women Teachers, is already having



Jonathan Savery... toasting his success

informal discussion with the education authority on Mr Savery's long-term future.

Mr Abraham said: "We must guard against any action being interpreted as a disciplinary move." He added the authority wished to be as supportive as possible.

Mr Derek Johnson, a spokesman for MACAW, said it was very surprised. "Our stance is still the same as before the hearing started."

The row has created a great deal of interest because it is reminiscent of the Honeyford case. *The Salisbury Review* carried an article by Mr Ray Honeyford, a Bradford head, in 1984 which led to an 18-month racial controversy ending in early retirement for Mr Honeyford.

Mr Savery had been critical of the trend towards anti-racist teaching at the multicultural education centre for some months. He was accused by the 17-strong MACAW of making racist remarks in a staff meeting last November. The education authority started disciplinary proceedings against him last November and cleared him of that charge because of lack of evidence.

However, Mr Peter Coleman, director of education for Avon, found a *prima facie* case against Mr Savery following complaints by MACAW about the *Salisbury Review* article. The authority thought he would have difficulty in encouraging and promoting the objectives of Avon's multicultural education policy.

The structure of the centre has been under review by a group of councillors and officers for some months. A report is expected soon.

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Honeyford attack on 'chaotic' race policy

by Bert Lodge

Ray Honeyford, the Bradford head teacher ousted after a race relation row last year, has again publicly attacked multicultural education. His latest criticism is printed in the new edition of *The Salisbury Review*, the "quarterly magazine of conservative thought" which published his earlier article in 1984 and led to parents at Drummond middle school demanding his departure.

Mr Honeyford says that the multicultural philosophy already adopted by at least 20 local education authorities has no popular mandate and is only lead to chaos in schools.

His latest piece says chaos will result from the call by the full-time teachers for the right of children to be taught their mother tongue - which he has urged by powerful voices at the EEF.

Mr Honeyford writes: "Imagine the situation in inner London where the area now 161 parent languages in the school population. One school has such languages. In Bradford, there are about 70."

Apart from the astronomical cost-granting minority cultures party of coverage he says such policies lead to divisive demands for separate institutions with the kind of ethnic conflict seen in Anglo-French Canada and elsewhere in Belgium, Latin America, Iraq, America and Northern Ireland. He adds: "The demand for full sections in the Labour Party is perhaps a symptom of this tendency."

Mr Honeyford draws attention to the speed with which the race relation lobby has succeeded in implementing the notion of multicultural education. He quotes the Community Relations Commission saying as recently as 1977 that most education authorities gave priority to "assisting minority children to integrate into English society and considered the meeting of cultural needs as lying outside the scope of their responsibility."

The Swann report has accelerated the acceptance of multicultural education without any public debate, Mr Honeyford maintains. This lack of vacuum has enabled dubious "advances" by those with political and professional interests "to flourish and be imposed."

He points to the multiculturalism of the Schools Council which he found "an effortless and totally unsupported movement from action through integration to pluralism. It shows how professional self-interest can carry the day, when there is public and professional discussion."

The starting point of Mr Honeyford's article is a remark made on television in 1984 by Mr Peter Gilmore, then chairman of Bradford education committee: "There is such thing as an Englishman."

The two had already clashed over Mr Gilmore's enthusiastic adoption for Bradford of what Mr Honeyford calls "all the doctrines expounded by government quangos, the Commission for Racial Equality, whose basic function appears to be the replacement of the notion of a distinctive and long established English culture with a sort of officially sponsored cultural pluralism."

Mr Honeyford stresses that he believes minority cultures should be preserved but that their transmission should be through private initiatives. The state school is not the place.

He says that the school should be a better defence from colleagues, but there are few who will accept the polemic of the Anti-Racist lobby and brave their malignant curses, and too many who, believing in their magic, nervously succumb to any transgression.

A better defence from colleagues, but there are few who will accept the polemic of the Anti-Racist lobby and brave their malignant curses, and too many who, believing in their magic, nervously succumb to any transgression.

Instantly after the St Paul's riots in Bristol a senior black community worker publicly blamed the looting and burning that occurred on the "Racism" of white society (the same individual has since been awarded the MBE). Violence, apparently, was an excusable response to a white "racist" society's insouciant neglect of community "needs". Once such foolish or malicious absurdities circulate and

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Channel 4 set to get nod for College of the Air

by Gillian Macdonald

Channel 4 is likely to get the "College of the Air", the technical and vocational equivalent of the Open University broadcasts, that the Government is planning. The announcement is expected in next month's White Paper on employment and training.

It is understood that other channels and radio, both BBC and commercial, will be expected to carry "noticeboard" information about the programmes, but that the course material will be broadcast, probably at lunchtime and at night, on Channel 4.

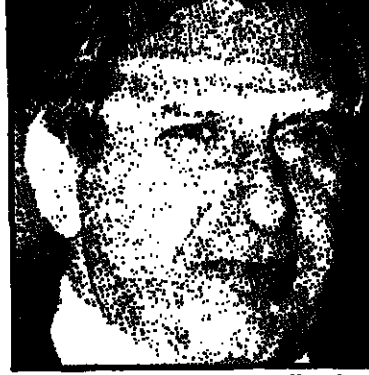
It would be aimed primarily at unemployed school-leavers or people needing retraining, and at the household, and broadcasts would begin in autumn 1987.

The plan is to offer courses at BTEC levels which could lead to university entrance or link up with the Open University.

For Channel 4, the college broadcasts would provide the unique role in educational broadcasting which it has been seeking since its inception.

Mr Jeremy Isaacs, its chief executive, told *The TES* nearly six years ago that the new channel would be looking for a gap to fill in the existing pattern, and that he particularly wanted to find some way of serving school-leavers and the young unemployed.

The BBC already carries the OU



Jeremy Isaacs... dream realised?

Barry Hugill visits a school which has put Sir Keith Joseph's strictures that pupils should be taught economics awareness into action.

Cash facts of life trimmed for classroom

Susan Wood is a successful businesswoman. With a thriving hairdressing business in the Essex town of Grays she is, she concedes, "one of the lucky ones".

That she has prospered in such hard times is no thanks to her old school, she says.

Fortunately she holds no grudges against the teaching profession and last week was pleased to give a "lecture" to a group of third formers at the William Edwards mixed comprehensive school in Grays.

Her message was simple - it takes more than you think to run your own business. She stressed the importance of sound book-keeping and staff training, and the problems of financial hardship in the early days.

"If I can convince these youngsters not to try to set up on their own I have done a good job," she says, only half-jokingly. "Not because I don't want the competition but because it really is hard running your own business."

Mark, 14, was clearly impressed by

broadcasts, and when ITV schools programmes shift to Channel 4 next year a lunchtime slot will be available between 12.30 and 2.30pm. Night-time broadcasts would also allow students to record programmes.

The main BBC and ITV channels are expected to offer "noticeboard" slots during peak-time viewing in the evening. These would alert potential students to "College of the Air" programmes and to distance learning courses and materials available at their local colleges.

The college would be run by educationists and broadcasters. A small central agency of full-time staff would be responsible for co-ordinating broadcasts, distance learning materials and essential tutorial support at local colleges.

Television companies would commission programmes and adapt existing ones for repackaging with back-up materials.

Proposals for the college were first floated in 1982 but were dropped due to lack of support from the Department of Employment. They are now said to have the very keen backing of Lord Young, Employment Secretary, and Mr Geoffrey Holland, director of the Manpower Services Commission.

Government money would be needed to set up the college but the names of Ford and Barclays Bank are being suggested as possible private sponsors. The BBC/OU production centre already accepts sponsorship from industry for producing some of its training packages.

The planning for the college is being undertaken by the Manpower Services Commission, together with members of the Department of Education and Science (representing education authority interests), the Independent Broadcasting Authority, Channel 4, BBC Education, the Open University and the National Extension College which produces distance learning packages. This represents a rare degree of collaboration between the broadcasters.

her performance. His verdict was: "She was much better than the normal teachers. Probably because she is different."

He had taken to heart her message and has no ambition to become a mini-tycoon. "I'm not interested in business because I want to go and work in a bank."

Just as well for him that another "guest teacher" that week had been the local bank manager who had convinced him of the desirability of a career in finance.

Mark was one of 230 pupils taking part in "economics awareness week" when the normal timetable was suspended and 24 teachers, freed from their normal tasks, concentrated on linking their subject with the real world of industry and commerce.

Mr Brian Duffield, head of economics at the school, says that the exercise only worked because the teachers involved "put themselves out beyond the call of duty".

Pupils took part in marketing exercises, designed posters promoting a new business, learnt about the mysteries of the rating system, and discussed the complexities of raising business capital.

Clear message was simple - it takes more than you think to run your own business. She stressed the importance of sound book-keeping and staff training, and the problems of financial hardship in the early days.

"If I can convince these youngsters not to try to set up on their own I have done a good job," she says, only half-jokingly. "Not because I don't want the competition but because it really is hard running your own business."

Mark, 14, was clearly impressed by

Susan Wood (far right) with her third-form helpers

SCHOOL TO WORK

FE groups to discuss management body

Further education associations are to begin formal discussions next month over the formation of a new body to represent all college management staff. The key issue is whether it should act purely as a professional association or seek recognition as a trade union.

At present, NATFHE, the lecturers' union, and the Association of Principals of Colleges, which both negotiate for college teaching staff, are joining forces to stop the proposed association from being a union.

NATFHE has the greater stake in preventing this as departmental heads are likely to be offered membership in the new body. The lecturers' union would not have been very seriously affected by the original proposal for an association confined to a few hundred principals, vice-principals, and college registrars, but it has several thousand members among the departmental heads.

The principals, although many of them also belong to NATFHE, negotiate their pay independently through the Burnham committee. Reports to Friday's annual conference in London of the Association of Vice-Principals indicated that departmental heads are eager to join their superiors, and would like the new association to negotiate their pay.

Delegates referred bitterly to the gap between the salaries of principals and the rest of management, and accused NATFHE of being "driven by the L1s and L2s" and failing to represent the interests of senior staff properly.

But Mr Len Street, general secretary of the APC, told the conference that while his organization favoured a

unified professional body, it wanted to go on negotiating pay independently. The principals, he said, were determined to hang on to their two seats on the Burnham FE panel: "It can be by no means be assumed that the Secretary of State would automatically recognize a new form of representation," he warned.

Mr Street advised the vice-principals, who have been planning the new association, to content themselves for the time being with a body which could provide an urgently needed united voice to the Departments of Employment and Education, and to the MSC; and to let things evolve. If the vice-principals wanted to, they could seek to act as a trade union on their own account meanwhile.

A NATFHE observer told the delegates that he could not comment on the issue, but that NATFHE would be prepared to listen to whatever was proposed.

The conference decided to leave it to its council to use its own judgement in continuing the negotiations. And it also left the council to continue discussions with the Association of College Registrars and Administrators on whether those ACRA members who are not registrars should be eligible to join the new association.

If the vice-principals and the APC do agree to widen membership to include administrators of all grades, then the dice will be further loaded against the proposal that the new association should be a trade union. The administrators, whose pay is negotiated outside Burnham, are at present represented by NALGO, one of the biggest and most powerful of the public service unions.



Former RAF education officer Mrs Norma Whittaker is the Association of Vice-Principals' first woman president. Mrs Whittaker, now 47, started as a school maths and geography teacher and served four years with the RAF before moving into further education. "When I became a vice-principal there were only two or three women. Now there are dozens," she says.

Picture: Dario Milidori

MSC ponders vetting of colleges

The Manpower Services Commission is taking up a Government suggestion that it should vet the quality of colleges. It is considering how to apply the techniques it has developed to check the quality of YTS schemes to other training and vocational education in which it has "a financial and planning interest".

The YTS checks involve a careful examination of the resources, staffing, and programmes of an organisation before it is given approved training status, and regular "quality audits".

The Commission is recruiting its own inspectorate, the Training Advisory Service, to carry out the audits.

Mr Bryan Nicholson, the Commission's chairman, told the vice-principals conference last Friday that implementing the Government's sugges-

tion was "another role for the MSC". He said that the approved training organization status system needed a national body to make it work.

The MSC already requires local authorities to submit development plans for their non-advanced further education to qualify for the part of their funding which the Government has put under the Commission's control.

But at present it carefully avoids any appearance of direct intervention in the way the colleges are run.

Edited by Mark Jackson

Labour policy team reject training plan

Labour's top education policy group have rejected a proposal for a "National Insurance" scheme to fund industrial training because they fear it could mean workers paying most of the cost of their courses.

The proposal is among the options put forward by a Shadow Cabinet-commissioned study group on education and training. The education sub-committee of Labour's national executive last week welcomed most of the ideas put forward, which involve a form of collective funding arrangements.

But the committee feared that the insurance idea, under which workers as well as their employers would

have to contribute to a fund on which they could draw to pay for courses, could be abused by a Conservative government.

Members pointed out that the Government was pushing the idea that people should pay for their own training, and had embarked on training loans as a step in that direction.



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PRIMARY

Welsh on tape for anyone to teach

by Iola Smith

Fluency in Welsh is no longer a prerequisite to teach the language in primary schools.

Using cassette recordings and bilingual teachers' guides, Mid Glamorgan has developed an innovative course on Welsh as a second language which can be taught by those with only a basic understanding of the language.

Correct pronunciation is learned from the tapes (recorded by pupils at one of the county's Welsh-medium secondary schools) and all the necessary vocabulary has been translated into English.

Simplifying life for teachers, however, is not the course's sole objective. According to its designer, Mr John Evans, the county's Welsh adviser, it is designed to make language learning more pleasurable and purposeful. In the past, Welsh second language courses tended to focus on speech and linguistic patterns.

But this course, designed for 7 to 11 year olds, combines the skills of listening, understanding, speaking, reading and writing by introducing the language via a topic such as "animals" or

"the senses". Only the vocabulary necessary to understand the particular topic is introduced. Each topic is completed in a term and related activities such as art work, songs, drama and movement supplement the language lessons.

For example, the "animals" course includes learning about pet animals, the zoo, collage and graph making, reading poems and taking part in bird watching. As Mr Evans explains, the course is designed to be educationally beneficial as well as linguistic, and it is intended to make the language a central part of the curriculum.

The course is not limited to second language pupils. It is likely to be taught to infant and remedial classes in Welsh medium primary as 95 per cent of these children come from monoglot English speaking homes.

It is anticipated that all the county's 350 primaries will be using the course by September. Interest is also forthcoming from other Welsh L.C.s, and Dyfed has already decided to use the material in some of its schools.



Not all children have kept their ability to play

All work and no play

by Julia Hagedorn

A disturbing proportion of four-year-olds in infant classes are showing evidence of having lost the ability to play.

According to a private study carried out by Margaret Roberts, national president of the British Association for Early Childhood Education, 25 per cent of the four-year-olds in their first term at school chose reading books and flash cards in preference to attractive toys and games.

Miss Roberts looked at the children's activities in six infant classrooms in an outer London borough. She interviewed some parents and questioned teachers, and is worried about children who chose not to play.

These youngsters had lost all initiative in imaginative play and were not able either to make up games or to discuss them. This, she feels, is because, in the infant school, play is given secondary importance to work.

Yet, those children who did play showed a high degree of violence in their games. The world outside was a hostile place where adults were waiting to cut them in pieces or put them in prison. This kind of play, she stressed, was quite normal among this age group. What was worrying was when the children had no outlet for these violent emotions.

Parents and teachers in the six schools were very happy about the four-year-olds' quick adaptation to school life and routine, Margaret Roberts said. "And they do adjust quickly. But at what cost to the development of the four-year-olds?"

The DAEC is at present campaigning for suitable provision and staffing to be made for four-year-olds who are admitted into infant schools. It would like to see such schools designated nursery-infant schools.

Earlier start expected

British children start school younger than their European counterparts and present local authority policy could result in yet earlier admission to full-time education.

It is only British children (along with Maltese and Cypriots) who are required to start school full-time from the age of five, says Martin Woodhead, lecturer in the Open University, in *Primary Education Review*.

Children do not start school until the age of six in all central and southern European countries. In Scandinavian countries, the starting age is even later - at seven.

Moreover, the trend in Britain at the moment is to admit children to primary school at the beginning of the school year after their fourth birthday. This has reached the point, Mr Woodhead writes, where in some parts of the country, especially the metropolitan authorities, starting primary school at the age of four is not merely the norm, it is universal.

Mr Woodhead gives the example of South Tyneside where the policy of early school admission has had the effect of taking all but a handful of four-year-olds out of nursery school and classes. At the beginning of the second term in the school year, 80 per cent of the children are three-year-olds and 20 per cent two-year-olds.

This could be seen as bringing us in line with Europe where pre-school facilities have always been much more numerous than over here. On the other hand, unless special provision and staffing is made available to the four-year-olds in reception classes, this early admission policy will simply be seen as a reduction in the statutory starting age to four.

And that, Mr Woodhead concludes, will take us even further away from European practice.

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Primary Index

Children's literature 21
Good Health 9 TV series 48

OVERSEAS

1 in 5 black teachers fail competency test

UNITED STATES

Texas's teachers have been tested - and several thousand have been found wanting. Report by Bill Morris.

The results of the competency test for Texas schoolteachers are out. They reveal that of the 202,084 teachers who took the examination in March, only 3.3 per cent failed. Most who did so flunked the writing section of the test, which included a 150-word composition.

Small though that percentage failure rate is, it still represents 6,579 teachers who were unable to pass an examination which hardly represented much of an intellectual challenge. And the overall figure conceals some disturbing racial anomalies: 18.4 per cent of black teachers failed and 6 per cent of Hispanics, compared with only 1.1 per cent of whites.

"The figures are an indicator of the segregated system of education that has existed in Texas in the past," explained Terri Anderson, director of public information for the Texas Education Agency. "Most of these teachers grew up in the 1950s and 1960s when there was still segregation in the schools."

Texas Governor Mark White, who was widely scorned by many teachers for introducing the test, was delighted by the results. "We have asked our teachers to do more than any other state has required," he said. "Texas teachers have met the challenge and have passed their test with outstanding success."

The teachers themselves are less euphoric. Lawyers for the Texas State Teachers Association, which has 97,000 members, have announced that they are bringing a lawsuit in the Federal District Court, charging that the test is discriminatory against minorities.

The union already has one lawsuit pending on the question, charging that the test is unconstitutional because teacher contracts are good for life and cannot be revoked. Whichever side wins this one in the lower court, the case is expected to go to the Texas Supreme Court.

Those who failed the exam can take another one next month, and the state has set up 20 regional centres to help them cram for the ordeal. Minority teachers, however, will not be given any special help. Those who fail a second time will not be allowed in the classroom at the start of the autumn term, though they will be able to teach again if they pass at some future date.



Girls are too often prepared to take a back-seat in the computer room

Programming girls to use micros

The computer may be neuter, but when it comes to learning how to use one, sexism is rearing its ugly head in American schools.

Educators are finding to their dismay that, given the choice, boys are flocking to the keyboard and girls are taking evasive action. In elective computer classes, computer camps and home computer use, boys are outnumbering girls by about three to one.

The situation is causing concern, because forecasts by the US Department of Labour show that 50 to 75 per cent of the jobs in the next generation will be computer-related.

According to Mrs Jo Shuchat Sanders, director of the computer equity training project at the Women's Action Alliance in New York, the trend is particularly noticeable among teenage students at junior high schools. "It's at that stage that girls sort out what a girl should do," said Mrs Sanders. "They see boys using the computers and

conclude it's not quite feminine, that it's a boy's thing." Boys, she added, viewed using the computer as a pleasure, liked to see what it could do, and did not mind using it alone. Many girls, on the other hand, preferred to do things in a group, and were bored by computer games which consisted of shooting down planes or bombing ships.

After a two-year study of the problem Mrs Sanders, together with computer expert Amanda Stone, has written a book containing 96 strategies to encourage girls to use the computer. They include establishing a computer club for girls, encouraging them to use a computer for homework assignments, holding a computer careers fair and setting up computerized message centres in schools.

Some of the ideas were tested out in schools in Vermont, Nebraska and California. A school in Rhode Island was given information about the prob-

lem but no proposed solutions, and a school in Texas was told nothing and served as a control.

The three schools where teachers were encouraged to try some of the strategies found that computer use by girls increased by 144 per cent. The Rhode Island school showed a 14 per cent increase after attention was focused on the problem, but at the Texas school computer use by girls decreased by 4 per cent. Schools in all five states are now adopting and expanding computer equity programmes.

At South Brunswick, New Jersey, schools have been given an \$11,800 grant by the state Board of Education to develop techniques to counter the image of the computer as a machine for men. They plan to stage summer courses intended to show girls creative uses for the computer, such as designing a house, writing music, drafting movie scripts, shopping, and designing T-shirts.

Rethink urged for Bantu system

SOUTH AFRICA

Jill Sherman on the movement to bring in a new curriculum for black children

Black schools in South Africa may introduce a new people's education curriculum next year if proposals by the National Education Crisis Committee are taken up.

The NECC, formed earlier this year to combat apartheid and fight for equal opportunities between black and white education, is now pressing for changes in the curriculum to reflect the people's history and culture, instead of the present Bantu education, which it claims promotes apartheid. The background to the proposals will be set out in a NECC booklet due to be issued on June 7 which will be targeted at three different school grades. A separate booklet will be issued to parents setting out the needs for changes.

And next year the NECC proposes to introduce changes in both history and English. History will reflect the "people's history", while English will concentrate on relevant poetry, drama and literature instead of what the NECC views as divisive set texts. The curriculum will be drawn up by a people's education committee appointed after the NECC conference

in Durban at Easter. The committee consists of 15 members, both lay and academic representatives and includes eight regional representatives. Visiting London last week, members of the NECC also gave details of the committee's plans to commemorate the tenth anniversary of the Soweto uprising.

At its Easter conference, a resolution was passed calling for a three-day national stay away on June 16, 17 and 18. As this falls during the school holidays the NECC has now asked teachers in black schools to abandon all normal tuition the week before they break up, between June 2 and June 5. Instead, children will look at why Bantu education promotes apartheid and will focus on the worker, civic



The teacher-pupil ratio in black schools is 1:56

constituting for PTSA's which are now replacing school committees throughout the country.

"The PTSA is not just an honest broker," said Mr Rinsberg. "It is a people's power structure." Mr Rinsberg announced that parents and pupils had refused to pay for stationery and textbooks for next term, after the Government had reneged on its promise to fund this itself. "Black education is going to be in a serious crisis after June 16," he said.

Mr Hamilton Dlamenz, general secretary of ATASA, the African Teachers Association of South Africa, said the Government provided 1,242 rand per capita for white children but only 140 rand for black children.

"We have a drop out rate of more than 50 per cent in black schools in the first five years of schooling. The teacher pupil ratio in black schools is 1:56. In white schools it is 1:18.

"All our demands for equal opportunities have fallen on deaf ears. The children who have passed through our educational system are unable to compete with white children either at university or in industry," he said.

Britain supports EEC campus network plan

EEC

The British Government is hoping to launch a major European initiative on foreign language teaching when it takes over the Presidency of the European Council of Ministers in July.

Mr Chris Patten, Minister of State for Education and Science, told a conference in Holland that the Government would also strongly support two other educational proposals which the EEC ministers will discuss next month.

The most contentious is the ERASMUS (European Action Scheme for the Mobility of University Students) programme, which was proposed by the European Commission in December, but has not yet been agreed by the Council of Ministers.

The proposal is to spend over £113 million between 1987 and 1989 to increase the number of university and polytechnic students now studying in other European countries from 1 per cent of all students to 10 per cent, and to build a European university network of 1,700 institutions.

The scheme is part of a move to increase European consciousness in EEC member countries, and in particular to give graduates direct experience of European co-operation.

There would also be attempts to speed up moves to provide transferable degrees and credits, and recognition of other countries' qualifications. The scheme would build on links already being developed between universities and colleges in EEC member countries.

But the West German Government has been jibbing at the cost of ERASMUS, and if the programme is agreed by ministers at the June meeting, it may well be significantly scaled down to meet German objections.

The second initiative, COMETT (Community Programme for Education, Training and Technology) is designed to promote links between universities and industry across national borders, and to improve high-level technological training.

It has been agreed in principle by European Ministers, and is likely to be finally accepted at the June meeting, though with a reduced budget.

Earlier this month, at a conference attended by European education ministers in The Hague, Mr M Marin, the Spanish Vice Chairman of the

European Commission, attacked the West German Government for dragging its feet on the education initiatives.

"How can you expect young people to be enthusiastic about Europe when governments are only concerned with losing as little as possible, even at the risk of gaining nothing?" he asked.

To say that investment in education and training was not profitable was "frivolous", he said, particularly when the sums proposed were "peanuts". But officials from the Commission and politicians at the meeting all seemed to agree that unless the common agricultural policy is reformed, there will be no major new spending on educational and social EEC programmes.

Virginia Makins

Outback schools face staff crisis

For the first time in nearly a decade, Australian schools are facing an acute and worsening shortage of secondary teachers. Some states such as Victoria are even considering whether they should recruit teachers from overseas.

In New South Wales alone, there are still between 50 and 70 vacant positions halfway through the school year, and educational authorities expect this number may rise to 150 over the next few months.

The shortages tend to be greater in isolated country towns in the outback (where the nearest large town can sometimes be 1,000 kilometres away), and the working-class suburbs on the fringes of cities.

The shortages of teachers in the mid-1980s contrast sharply with the over-supply experienced in the late 1970s. At one time it was suggested that as many as 5,000 qualified teaching graduates were without jobs.

Why have things changed so radically and so quickly? There appears to be several reasons.

First, the number of pupils completing secondary school has increased rapidly, from about 30 per cent in the late 1970s to almost 45 per cent in 1985. This increase is a reflection of the worsening employment situation.

Second, many teachers, especially those with qualifications in mathematics and science, are being enticed away from teaching by the higher salaries and improved career opportunities offered by private industry.

Finally, the over-supply of teachers in the 1970s led to many teacher training courses and degrees at universities and tertiary colleges being cut or scrapped.

Luis Garcia

Roots of conflict still hold

PERU

Colin Harding looks at a strike that became violent

The Peruvian teachers' union, Sutep, has held a general strike in pursuit of "substantial economic and professional improvements".

Sutep said the action, held earlier this month, was supported by more than 90 per cent of Peru's 180,000 primary and secondary schoolteachers. But it deteriorated into violent clashes between strikers and police in central Lima, and a bomb exploded in a nursery school in the northern industrial city of Chiclayo.

Sr Grover Pango, the Minister of Education, refused to talk to the Sutep leadership until it called off the strike. He claimed that only a third of the workforce had come out on strike.

As employees of the Ministry of Education, Peruvian teachers have frequently been at the sharp end of industrial and social conflict in recent years. The radical left, in the shape of the pro-Chinese "Red Fatherland" (Patria Roja) faction of the Peruvian Communist Party, took control of the

teachers' union after a bitter and protracted conflict over pay and public spending in 1971, and steered Sutep into a series of battles with the military governments of the day.

The economic crisis that has gripped Peru since the mid-1970s has led to attempts by successive governments to hold down public sector wages, which have been bitterly resisted by a profession which considers that its dignity and status have been undermined.

Patria Roja and the Sutep leadership have long since come in from the cold of extra-parliamentary politics - a former union leader is now a deputy for the United Left opposition in Congress - and Sutep has joined the main national labour confederation, the Communist-controlled General Confederation of Peruvian Workers (CGTP). The authoritarian military regimes have also been replaced since 1980 by elected, civilian administrations, but the roots of conflict with whoever holds power in Lima have not been removed.

The centre-left populist government of President Alan García Pérez claims

State sector searches for answer to failure

SPAIN

Sarah Jane Evans on steps to raise the exam pass rate

Latest Ministry of Education figures reveal that one in three children in Spain's state schools are still finishing compulsory education without any qualification.

The pass rate has risen between 1979 and 1982-83 (the latest year for which figures are available), but only by 6 per cent. There is also a wide variation in pupil performance nationally. In Madrid, only 18 per cent of pupils failed in 1982-83, but in the province of Huelva, the failure rate was 50 per cent.

Frascos escolares, pupil failure, is a continuing preoccupation. Compulsory schooling (EGB, *Educación General Básica*) for the 6 to 14s was reorganised in 1981 so that pupils would no longer have to repeat years if assessed at the end of each of three "cycles".

The aim has been to define basic skills which pupils should reach, evaluating by continuous assessment. This has led to the criticism that the pupils who are least likely to pass, and that schools with high pass rates

are simply lowering the minimum standards.

Among the explanations for the variations in performance are the family's social class, the father's profession, the child's place in order of siblings. Girls do better than boys. The private sector is consistently outperforming the state schools.

The Ministry puts this down to the fact that most pupils of a lower social class, or from the most deprived areas, and who are poorer and less intelligent, are at state schools. Greater discipline and absenteeism, and among state school teachers, are given as other reasons.

If the social differences of the pupils were taken into account, then the pass rates in the two sectors would be similar, according to the Ministry. It adds that in terms of preparation for life, state schools perform better.

In 1982, Sr Jose María Maravall, Education Minister, noted that 94 per cent of private schools had a laboratory, compared with 42 per cent of state schools, 95 per cent and 68 per cent respectively had libraries, and 70 per cent and 51 per cent had sports halls in use.

A programme to increase resources has been set under way, but the state sector has a good deal of catching up to do.

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TALKBACK

Beggaring society

BARRY SAYWOOD

In September 1983 West Midlands College of Higher Education received notification from the NAB of a zero intake in 1984 to all three of its BA courses. It was a bitter and damaging blow to a college which, at that time, seemed to have been inexplicably singled out for this special honour. Since then it has become clear that West Midlands was in the vanguard of such closures.

The news came as the combined humanities degree reached its highest level of recruitment with a quality of intake that had improved yearly since 1978. Similarly, both the other degree courses had no problems with recruitment. Much time and effort had gone into the setting up of these courses - CNA validation, as some universities might find to their cost if subjected to it, is no easy barrier to surmount. New staff were appointed; resources were poured in for the purchase of specialized equipment for the visual communications degree in particular. Like some exotic plant, the whole project bloomed briefly for five years until, with one sweep of the NAB scythe, it was cut down.

The impact on the lives of staff was shattering. It resulted in a spate of early retirements, of sudden departures to new posts and now, in the final months of all three degree courses, to redundancy notices for those who cannot be absorbed into any of the remaining areas of college work.

Many, though by no means all, students joining courses in a college of this kind are local people who, for varying reasons, cannot leave home to study and do not wish to travel long distances each day to reach their place of work.

Many students were mature - a considerable number in their 30s and 40s (the oldest student was 67). Some sought a change of direction after redundancy; others came to higher education late, looking for an intellectual challenge in their lives. There were many married women, with families who had grown up, aiming at a degree which would lead to employment for, perhaps, the first time in their lives.

I wrote to a large number of our past students asking if they would care to define, briefly, what they had gained from their three years of study on a combined humanities course, since this was the degree I had been most closely involved with. From their responses I think it is clear that the closure of such courses results in a deprivation and loss of individual potential that cannot be defined by any NAB statistician but is not less real for that. It is worth reflecting that this degree course alone, given an average



yearly intake figure of 50, 150 opportunities have been lost since 1984.

Further commentary from me is superfluous; this selection of extracts from graduates' letters (reproduced with their permission) speaks for itself.

Margaret Beale
"At the age of 42 and the mother of four children, I started the course in 1981 with great apprehension. I can now look back on my three years as an undergraduate as some of the happiest of my life. I was given the opportunity and encouragement to study and research subjects which I had always been interested in... it altered my life considerably because it gave me confidence in my

own abilities. I am now employed by Staffordshire education authority as an education welfare officer... without my degree qualification I doubt if I would even have been offered an interview."

David Wiggall
"With the demise of my small engineering company in 1980 my thoughts turned to other areas... Initially the idea of a study course was not on my agenda. As a back-street kid who left school at 15 and had been told by his headmaster that he was a purveyor of pessimism and discord it was inevitable perhaps that I should have a sardonic and ambivalent attitude to education... I learnt to organize my thoughts, to research and delve into issues, and to express my conclusions adequately in the written and spoken word. On the whole, the experience was highly beneficial, giving me the tools I require to complete the job of life."

Joyce Jones
"Since leaving West Midlands I have won the Joseph Chamberlain Scholarship at Birmingham University. This has enabled me to study for a masters degree in industrial archaeology. When complete, I hope to be employed with the museums service as an education officer. This should draw together my earlier experience as a primary school teacher and my recent studies in history-based subjects."

Mary Schofield
"The most important benefits are somewhat abstract. I have always

loved words... now I love to understand them more and realize the Learning for its own sake is now a part of my life... I gained access to a vast academic library and learned to use it quickly, extracting a line of argument from academic journals. The experience was fulfilling, often frustrating due to lack of time to dwell on certain aspects, very hard word and complexly enjoyable."

Aime Clarke
"The main benefit was a boost to self-confidence, rendered especially fragile during domestic days. A very useful and rewarding aspect was sitting with people from a wide age-range, in particular the young ones fresh from sixth-form... The hoped-for career by no means 'career'... however an enthusiasm and optimism built lives on... the unfortunate withdrawal of these degree courses from the means many lost opportunities at deprivation for other such slow late starters."

John Munnering
"No one able and willing to undertake a course in higher education should be denied the opportunity. This applies particularly to the mature student prevented by various circumstances from earlier involvement. To others the opportunity that I was given to beggars society in the long run."

Barry Saywood is head of English at West Midlands College of Higher Education.

Office hours

CLAUDE SCOTT

Things will never be the same again. The longest pay dispute in our history has seen to that. So many questions and issues have been raised that we cannot, and surely will not, revert to the conditions that preceded it.

What we need in schools is an "office day" of eight hours, giving a 40-hour week. Pupil-contact would account for 27 hours and the rest would be "professional time", allocated at either end of the day, and not necessarily in equal daily doses, to preparation, marking, report-writing and professional and parental consultations. Sharing out this time would concentrate the mind on what is really important since the time is inelastic.

Take parental consultation as an example. To ask a parent to consult with teachers during the working day would ensure relevance and purpose. Our recent experience of day-time

consultations showed us that. Attendance was good, teachers fresher, appointments kept (no endless evening of free time to encroach on), and why shouldn't we use the working day? Most other professionals do.

For most teachers then, professional tasks would be done in school and only those with wider responsibilities would take work home.

Next, the teacher's year should be increased. My first proposition does not actually compensate for all the work done by teachers in their own time during a full school year. We have always argued our case for a better salary on this premise but there are still many who remain unconvinced.

So, formalize it: add four weeks to the teacher's year, one to the pupil's year. This one week would be devoted to extra-mural activities so valuable for curriculum purposes (field study, language exchange) or for social development. It can be five days, singly taken through the year or one whole week, taken any time. By taking this "off-time" there is no disturbance to lessons, no need for cover and every

Two of the extra weeks would be used for whole-school approach and staff development - pre-term meet-

ings, preparation of material, processing examination results, preparing lists, interviewing potential sixth-formers. This could also include school-focused INSET.

The fourth week would be given to individual professional INSET, fully paid-for, and related to an appraisal system geared to the professional and personal needs and aspirations of each teacher.

So we shall have a 40-hour week and a 43 or 44-week year, to encompass virtually all the workload of most teachers. Holidays are holidays; evenings and weekends are free (unless we choose otherwise). The public knows what it is getting; we know what we are giving (it probably means greater efficiency, dare I say?). Then let our employers give us a decent professional salary.

Finally, an optional extra. Remove teachers from the unproductive supervision of public examinations in June, when GCSE is here, will be "exam month". Start the school year in June/July, except for first-year sixth. Use our time for what we are trained-teaching and its associated tasks.

Dr Scott is head of Thorpe St Andrew School, Norwich.

All together now

ARTHUR ACTON

Primary school teaching staffs try to work together but it was not always so. When I began to teach in the late 1950s, I had no idea what was going on in the other classes.

Indeed, I was meant to know. The curriculum was dictated by the books and resources left in the classroom I inherited. The school's hierarchy was invisible, unearring and threatening in its absence. I felt alone and isolated. At that time, I had to assess my own individual performance.

There has been a revolution since. Individual teachers are trying to work together as a group for the benefit of the children in their care. The proposed assessment of teachers must be of the group and not of individuals. If any outsider were to come and rate individuals, by whatever criteria, such a procedure could destroy a successful team by singling out a member for praise or damnation.

Assessment must be carried out by the group itself. If teacher group assessment is to mean anything worthwhile, it is to have an impact on the work of a school. It must be carried out by the school staff. They must decide whether ancillary staff, children, parents, governors or the advisory service should be involved and how.

I do not suggest that school staffs are not assessing their corporate performance now. I know that they are, either overtly or covertly, as part of the "hidden staff curriculum".

However, I am sure that a satisfactory framework by which a school staff can assess and improve its effectiveness would be of inestimable value, provided that it is used in the school

unimpeded by uninvited outsiders. For those who may feel that such a framework could be a licence to do nothing, it could be evidence to interested outsiders to look at.

Two years ago, I was a fellow at the North West Education Management Centre. During that time I produced an in-service document for primary school staffs to be a framework for their own group assessment and development. In that document I suggest a number of areas for a group to look at. In broad outline they are:

[] The realization and articulation of self-knowledge;
[] The group's view of itself and the way it influences the actions of its members;
[] The group's view of what is happening in school and who does what to ensure that it does happen;
[] The democratization of decision making;

[] The means of ensuring that all members of the group are committed to and are carrying out decisions which are made;

[] The direct involvement of "those" who are always present in the group: children, parents, non-teaching staff, governors, i.e. officials.

There are many exercises under the above headings to help the group enhance its performance.

Since the revolution took place in primary education, there has been little explicit help for individual teachers to learn how to be effective as a group.

Group assessment with the framework I suggest could make profound need. But it must be, in the words of Mark Knopfer of *Stratus*, "a private investigation, not public inquiry."

Arthur Acton is a primary school teacher in Salford. His in-service document, Working Together, is available from him at 34 Heaton Road, Salford SK4 4JJ, price £2.



Dirty rock

Peter Mullen feels depraved by pop music's growing obsession with vicious sex

It has been suggested that those who raped that young woman in Ealing Vicarage and beat her father and her boyfriend into unconsciousness may have been fans of a heavy metal pop group. Well, pop music has been accused of causing most of the world's ills ever since the days of Johann Strauss waltzes, and so I wondered if things are any worse these days than they always were. Are there grounds for believing that today's pop music encourages sexual aggressiveness and other forms of violence?

When the band Motley Crue appeared on stage at the Birmingham Odeon they established with the sociologists call "a meaningful dialogue" with their audience by the following exchange:

"Are you ready for some hot and sweaty sex?"

"Yeah!"

"How hot do you want it?"

"Red hot."

The song that followed was about "sliding in real slow".

The performances of many rock bands are loud and suggestive - but so was Elvis. The difference between today's pop and earlier musical fashions is in the current obsession with what is violent and disgusting, a descent into a nihilistic underworld of sadomasochism.

A review of another record tells how "Min feels duty-bound to declaim, in dull detail, the tale of her rape in the Aussie outback." The writer adds a comment of rare disapprobation: "The cover looks vaguely pornographic, but even that won't persuade me to keep it." How's that for critical hyperbole? Evil be thou my good.

Page eight is a full-page advertisement: "King Kurt's Big Cock is Out."

Sometimes there is something like misplaced reticence, apology even, as when Jon Langford of *The Mekes* confesses: "The worst thing is that the guy was dead and I had to cut his copy. I felt rotten about it because it was great stuff, but I felt the legitimacy of him ranting on about [***]ing Patti Smith up the dirt-track was somewhat dubious."

Back in Ealing there was the suggestion that the violent rapists may have been under the influence of drugs. Pour encourager les autres, *NME* tells of a "legendary gonzo journalist. When we got in, the first thing he did was send me down the drug store for an inhaler. I thought: 'Ah, he must have a cold.' When I got back with it, he crushed it with his foot and ate the contents. Apparently it's like some sort of speed."

NME has what I suppose we should regard as

NME: unanswerable case for censorship

The Independent Schools Information Service recently reported a 4 per cent rise in day pupils at private schools and a drop of 0.3 per cent in boarding pupils in 1985. All the indications suggest that in 1986 there will be an even greater increase in the number of parents seeking private education. The 1,328 schools in the survey spent £254 per pupil on new buildings and equipment during 1985. On the same day the Department of Education and Science announced an average spending on each pupil in a state school for the next academic year of £30.57.

Most newspapers combined the statistics allowing the readers to draw their own probably spurious conclusions. Teachers' unions, no doubt, see in this yet more justification for striking and parents are even further convinced that private education is best.

The real comparison is very different. The vast spending on school building during the introduction of the comprehensive system does not need to be paralleled each and every year, especially as the school population is falling. Compare the buildings and facilities of your own local comprehensive school with the nearest private school and with few exceptions it is the private school which will be deficient in science labs, art rooms, playing fields, lavatories and showers.

Only in individual instrumental playing, and I exclude choir and specialized music schools, would the private sector argue for its superiority and then I suspect only because children have to buy their own musical instruments and the coaching is extra.

The teacher:pupil ratio in state schools of 1:18 (1:12 in private schools) hardly suggests a disaster. And once again, if the statistics were based on the number of qualified teachers - private schools do not have to employ teachers with either experience or qualifications - the ratios would be much closer. I have often visited country prep schools where less than half the teachers have recognized teaching qualifications.

Then there is the prep school curriculum

newsagents; they are not even displayed on a high shelf like the girls' mags for the titillation of the statuesque-depraved. But here is an extract from a typical *NME* review (favourable) of a band's performance: "... here all those human quirks - submission, utter degradation, oppression are flaunted... violence is their only language... every mind" is pushed into overload."

Under the headline "Retching to Muzak", we learn of a band who "introduce sick tones into tranquil music to induce mass bouts of vomiting". And under "Wallowing in the Fifth" appears a description of a band's "queasy churning of emulated pig-grunts and popping sores".

The rock stars idolized by the teenagers who buy these magazines write about their personal desires and affections: "I went through a whole period of being fascinated by murder and murder victims." And they have their career ambitions: "Congratulations! You're going to be the first band to appear naked on *The Tube*."

The reviewers' preferences are paraded in their descriptions of records and record-covers: "I possess a copy of an old Leather Nun (sic) EP entitled *Slow Death* which features a black chap perfectly normal in every way except he's had half his skin flayed or burnt off."

A review of another record tells how "Min feels duty-bound to declaim, in dull detail, the tale of her rape in the Aussie outback." The writer adds a comment of rare disapprobation: "The cover looks vaguely pornographic, but even that won't persuade me to keep it." How's that for critical hyperbole? Evil be thou my good.

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Above: a nihilistic underworld of sadomasochism. Right: an explicit *Frankie Goes To Hollywood* video that was shown on television.

its theatre column. Here it reviews a play which opens with the line: "We f*** the day to death and suffocate the night with tossing." And an actress is reminded that in a recent play she "loved a thug who stoned your baby to death".

I cannot demonstrate a causal relationship between a generalized pop-cult of vicious sex and other forms of depravity and a particular violent incident in real life, but it would be foolish to imagine that there is never a link between the images projected by the pop culture and the behaviour of some of the people enthralled by them.

Many of us do try to copy the people we see in the mass media: anyone who seeks to deny that fact must account for the enormous success of advertising. There are dedicated followers of fashion. But what fashion?

Is it generally known that our youngsters are daily served not just trash but sadomasochism? I have never been in favour of censorship, but *NME* seems to constitute an unanswerable case for it. Certainly, after reading it, I felt - in the words of the old Obscene Publications Act - "corrupted and depraved".

The Reverend Peter Mullen is vicar of Tockwith and Bilton with Bickerton, York.

Not for the privilege

The attractions of private education are not always what they seem says David Elwyn-Jones

Raising the fences

NICOLA MORGAN

The Secondary Examinations Council booklet, *A Guide to GCSE*, states: "In the past, exams have tended to record what candidates cannot do rather than what they could. The GCSE will attempt to identify what they know, understand and can do." As a teacher in a school where only a tiny minority of candidates can hope to achieve one CSE or GCE, I was heartened by this worthy aim.

Nothing that I have read, however, in all the subsequent literature that has passed through the staffroom, has encouraged me to believe that GCSE approaches this aim realistically. On the contrary, for several reasons it appears that children of low ability will find it even harder to achieve recognized results.

First, the English language exam requires a wider repertoire of skills than ever before. This gives able candidates a greater chance to shine while the less able have more opportunities to demonstrate their weakness.

Second, the English literature exam requires poor readers to read even more widely. Instead of being able to fix their minds on a few texts, which I find the less able candidates are able to do, they must now try to hold the wider issues and concepts of a large number of books in their minds. While, as an English teacher, I commend any pro-



posal that children should be encouraged to read widely and critically, I nevertheless wonder how the less able candidate will manage.

Third, subjects which can now be taught in a simple, factual way to the less "academic" children must soon be taught quite differently. Geography, for example, must "pay attention to wider questions such as... the relationship between the UK and other groups such as the EEC and the value of geographical skills for studying social and environmental issues."

Again, the better candidate may shine and come to a greater and more profound understanding of these issues, while the slower candidate understands little and loses any sense of even simple achievement.

Course assessment, propounded as the panacea for poor examinees, is no more likely to benefit the least able candidate than the most able. Course assessment benefits all candidates, except the hopelessly indolent, but the ablest pupil, with the greatest motivation, will naturally benefit most. It is rather like, says an income tax: all

individual tax-payers benefit, but the gap between rich and poor widens with every tax-cut.

Certain practical CSE subjects are being discarded and, according to the LREB, will not always be replaced by a comparable GCSE course. Textiles and Fashion, for example, will only make a partial appearance under Home Economics (Textiles), in which 40 per cent of the final marks will be given for a study of "human development, health, safety, efficient ways of working, money management, consumer protection issues and questions of taste and value". All very interesting, no doubt, but so far from the existing Textiles and Fashion course as to be unrecognizable. Needlework, another popular CSE course, disappears altogether.

So GCSE, far from helping poorer candidates, actually discriminates against them, by abandoning practical subjects and methods. The SEC document states that "craft skills without the... background technology and science have little value in present day industry." This begs the question as to whether there are not some children for whom craft skills are the most that could be achieved.

Public opinion seems to hold that GCSE is more practical in outlook than GCE and CSE. It is time that this myth was first exposed and then redefined - and quickly, before a botched curriculum is rushed into unprepared schools. To insist that teachers should be made to teach such an obviously imperfect system is taking the concept of no U-turns too far. We have waited 15 years. We could have waited one more.

Nicola Morgan is head of English and drama at a London school.

snobbishness nor classical learning are reasons for their huge expenditure on private education. Indeed, the drop in the boarding school population may illustrate the non-Anglo-Saxon origins of pupils now wanting a place in the private sector.

An elderly, Jewish man once told me that the reason his race valued education so much was that it did not fill up space in a suitcase and could not be confiscated. Underlying this is a realistic appraisal of what education is - hard work, self-discipline and some learning; not the civilizing influence Waugh finds so absent in comprehensives nor the social-climbing despised by the opponents of private schooling.

Respect for schools in the private sector is greater and the teachers respond by working hard and enthusiastically, thus gaining the discipline and respect of their pupils.

Meanwhile, the state school teachers demand higher pay and a greater overall expenditure on education and the Government sees staff appraisal, examinations with no fail grade, greater parental participation and more choice of schools as the answer. Both stances have only succeeded in exacerbating the problem.

We can only hope that the private schools receiving this unexpected windfall will neither over-extend their limited resources to cope with the new influx of pupils nor capitalize on the demand by offering too little for too much. There are already audible murmurings at the preparatory school level about continual assessment "to make us more in tune with the state system", which loosely translated means "we must ingratiate ourselves with the next government by mirroring the mistakes of the state system and thus preserve our existence even if our existence is no longer justified".

A brief inspection of children coming out of private schools in central London is rather like watching a Channel 4 documentary on how immigrants with business acumen have exploited the advantages of Thatcher's Britain. Neither

David Elwyn-Jones is deputy head of a large co-educational preparatory school in North London.

Politics and the pupil

In the wake of the House of Lords vote to outlaw indoctrination in the classroom, Bill Jones introduces the Politics Association's new guidelines on the teaching of controversial subjects.



Let the biased beware

Guidelines for the classroom

Young people should be encouraged to stand what bias is and how it can be detected. This means in practice:

- Some attention to the nature of beliefs and opinions; how they are formed and how they can influence judgements;
- Consideration of the difference between "mild" and "flagrant" bias;
- Some concentration on how all political information reflects degrees of bias: the press, political speeches - even ostensibly "objective" television news and current affairs programmes;
- Making young people sensitive to the presence of bias in the way they are taught and in other written, spoken or visual forms;
- Equipping students with the tools of rational analysis necessary to identify bias in all its guises.

The end product of political education should be a balanced learning, the achievement of an understanding of political processes and issues, young people's minds. This will normally mean the consideration of a number of different perspectives on the topic under discussion but it does not necessarily mean that equal time will be spent on each. The objective is to achieve a comprehensive awareness, not merely to give a balanced performance. The starting point should always be the knowledge and attitude prevailing within the class. The real barrier to learning is often the bias of the pupil rather than of the teacher.

Even Sir Keith Joseph, at times portrayed as an opponent of political education, has said that "the most effective antidote to indoctrination [is] more political education". But at the same time, we see opponents of the subject tending to make judgements irrespective of the facts - often, one suspects, to suit their own preconceived views.

The most dangerous bias is not perhaps that of the teacher in the classroom but the bias of those who oppose the extension and development of political education in schools.

Resistance to the idea of political education has lessened since Bernard Crick and his colleagues founded the Politics Association in 1969. The Programme for Political Education they pioneered won the virtual endorsement in 1984 of Conservative Education Minister Robert Dunn in his statement *Political Education in Schools*.

At the same time, however, new centres of opposition have been emerging. Peter Morrison, Minister of State for Employment, banned all political and social education from off-the-job elements of YTS courses in September 1983.

Dame Mary Warnock used the occasion of her 1985 Dumbleby Lecture to lambast political education in ILEA schools. And there is the dispute over peace education which has so exercised the minds of Roger Scruton, Baroness Cox and others.

Each case has revolved around the problem of bias: the fear that certain teachers, especially those who support the far left, would intrude their own views into the classroom and lead impressionable young minds down narrow doctrinaire paths. The moral drawn from all this? Keep this dangerous subject out of our schools.

It is extraordinary, however, how flimsy the evidence often is on which these allegations are made. "I have had some complaints admittedly, but not many," said Peter Morrison about politics on YTS courses. Sir Keith Joseph, similarly, had to admit that complaints received about peace education numbered six. As reputable a thinker as Dame Mary Warnock admitted, when challenged, that the evidence behind her assertions was "anecdotal".

For such critics the danger that something can happen is often deemed to constitute its reality. For others, political education is seen as somehow synonymous with indoctrination without any systematic reference to teaching practice. Those more in tune with what happens in the classroom produce different analyses. The author of a survey undertaken by the pro-NATO British Atlantic Committee into the teaching of peace studies found most teachers "take care to be as unbiased as possible. They are presenting a good balance of views".

Robert Dunn's own testimony on classroom politics teaching was similar: "The very large majority of teachers are - in my experience - entirely professional in their approach." And Chris Patten, Minister of State at the DES, in a letter to the chairman of the Politics Association, had confidence that "the overwhelming majority of teachers do recognize their professional responsibilities" regarding the problem of bias and indoctrination.

Yet politics is, in one sense, a dangerous subject. It ought to be. As the Thompson report on the youth service observed: "If political education is not a 'safe thing', neither is democracy and one will not flourish without the other." A politically illiterate population is much more likely to be duped, manipulated, won over by seductively simple ideas, or to seek remedies outside the system when it fails them.

If the strength of a democratic system lies in society's awareness of it and its workings, then we are in trouble. The Hansard Society's survey into *The Political Awareness of the School Leaver* revealed, for example, that 44 per cent of 15-year-olds interviewed thought the IRA was a Protestant organization and 25 per cent that nationalization was a Conservative policy.

But how can much-needed political education develop while the accusation of bias hangs so persistently, yet unfairly, over its head? Part of the answer could lie in the voluntary acceptance by teachers of a code of practice. It is the aim of this article to offer them some advice on how sensitive or controversial issues might be handled in ways which minimize or circumvent the dangers of bias.

It is not expected, however, that these guidelines will be automatically approved - nor is it felt that they should be. This is a subject which reaches to the heart of our political system and is itself a controversial issue. Many teachers will have their own views upon it and my guidelines are intended as an aid to, and not as a substitute for, their own professional judgement.

No pretence is made that the guidelines here proposed are offered within any other than a liberal - democratic context. The essence of this approach, of course, is that certain freedoms are protected and that certain rights and opportunities exist for everyone: the right to speak out and be heard, to protest, to stand for office and so

forth. Few would deny that the system works imperfectly but political education can make a small contribution towards making it less imperfect.

Political education in this context is not to be seen as an agent of passive acceptance of the status quo. It should be a means of giving everyone a chance to influence, if they so choose, the taking of decisions and to contribute towards change and development.

The goal of political education is seen as political literacy or, as Bernard Crick put it, the enhancement of "the knowledge, skills and attitudes needed to make a man or woman informed about politics; able to participate in public life and groups of all kinds . . . and to tolerate diversities of political and social values".

A politically biased person is one who consistently perceives and reports the world in accord with particular values and ideas about it, without due regard to the laws of reason. "Mild" bias is the form to which even the most discriminating search after truth is prone. In its extreme form, bias is the enemy of rationality, acts as a barrier to perception and virtually predetermines judgement and analyses.

The purpose of education in a liberal democratic society is to enlighten children about various available explanations of the world, to interest and challenge them to reach their own conclusions and make their own decisions. Teachers who merely impart their own prejudices are not serving these ends. Those who offer a single exclusive interpretation are in open defiance of them.

Research by Ian Lister at York University concluded that in practice this was "a bogus problem". Students interviewed "had a clear and accurate view of the value position of the teacher, made allowances for it and did not see it as a problem". The dearth of actual complaints about politics teaching in practice would appear to support this analysis and is testimony to the professionalism of politics teachers. But we do have a problem.

The teacher is in an important authority position which affords considerable opportunities to influence young minds, just as parents have a major impact on their children's views. Critics of political education have shown they do not need much or indeed any evidence to raise a hue and cry about its alleged sinister intent and effect. So it is much more important for politics teachers not to give them any ammunition, to be scrupulously professional in their approach and to observe the best possible practice. It is in an attempt to codify such best practice that the following guidelines are offered.

It is worth pointing out that politics has been singled out somewhat unfairly. Substantial elements of other subjects - history, English, geography, even religious education - are political in character, yet little or no fuss is made about bias in their connection.

It is hoped, in consequence, that the following guidelines will prove relevant to any subject in which politically controversial topics are regularly taught. They draw upon best teaching practice and offer an approach to teaching politically controversial issues which tries to be comprehensive and internally consistent.

ment of balanced learning would be part of a politics teacher's professional ethic.

The balanced learning approach can be served by a number of classroom strategies. The neutral chairman requires the teacher to play a relatively low profile role but to encourage discussion within the class with the objective of promoting understanding and sympathy for other points of view.

Debates and simulations are extensions of the same principle and also serve other important ends, such as the development of political skills. It is important too that pupils meet, listen and talk to politicians, but visits should reflect a balance either over time or in the form of panels representative of different political groupings. On other occasions, teachers might choose the Devil's advocate approach, to argue through a position neglected by or unknown to the class.

A teacher's personal views are of peripheral importance to the teaching process and accordingly should be kept in the background. It follows that teachers should never seek to advance their own personal views, selecting evidence which supports them, ignoring that which does not, and excluding consideration of other views. They should also be on their guard lest this process occurs unconsciously. Teachers should always seek to keep their own views separate from their teaching.

In order to counteract their effects, teachers should honestly analyse and recognize the extent and intensity of their own opinions and prejudices. If teachers are members of political parties - as they quite properly might be - they are advised to make this clear at the beginning of courses.

If asked by pupils, there is no reason why teachers should not explain their own views on specific topics, but it is generally better to withhold such statements until the end of class and even then to present them briefly. Too early a statement might determine the course of class discussion and appear to legitimize a particular approach in the minds of young learners.

A teacher should show respect for the views of others, not ridicule or belittle them. Satirical humour, however, is an important part of British political culture and it would be a mistake to exclude it. Teachers should be careful not to use it in a one-sided fashion.

The wearing of badges in the classroom which support political parties or controversial campaigns is not thought to be advisable - though there may be exceptions. The problem is that such practices may have the effect of using the teacher's authority position to offer legitimization to a particular point of view. They also attract harmful and disproportionate criticism of political education.

The teacher cannot be neutral towards those values which underpin liberal democracy. This position is open to criticism on the grounds that it appears itself to advocate a form of indoctrination but values such as freedom of speech and discussion, respect for truth and reasoning, the peaceful resolution of conflicts, are the means whereby indoctrination is combated and prevented. To encourage young people to resist indoctrination is not to succumb to it oneself.

Even the most value-free researcher has to have a powerful bias in favour of the truth. It follows that it is also important that the manner in which schools are organized and run conforms as much as possible to these procedural values. Arguably, the best form of education in democracy a young person can receive is through involvement in the application of democratic principles within the school community.

Subjects chosen for discussion in political education classes should be drawn from as wide a range of problems and controversial issues as possible. Those teachers who deliberately avoid such topics and concentrate, for example, on constitutional or institutional approaches are denying their pupils the advantages of the subject. Provided they are not in conflict with procedural values and are taught in a way which contributes towards balanced learning, there are few reasons why any subject - war, peace, racism - should be excluded from consideration, whether on examination or non-examination courses.

However, teachers should have some regard for the age of their pupils in choosing topics and if parents object to their choice they should listen carefully and exercise their judgement accordingly.

These guidelines will not end the ringing of alarm bells about political education, but if followed they should help reduce the frequency and stridency of complaints against a necessary and neglected subject.

Dr Jones is senior staff tutor in government and politics at the University of Manchester department of extra-mural studies and former chairman of the Politics Association. This is an edited version of the article and guidelines which will be published in the September issue of *Teaching Politics*.

Children of the Empire

Pamela Horn looks back on the days when schools were expected to honour the flag.



Left: The 1927 Empire Day Britannia at Wingrave elementary school, Buckinghamshire. Above: The Earl of Meath, a committed propagandist

Although "Empire Day" only received official blessing in 1916, it was during the high noon of imperialism, from 1900 to 1914, that May 24 - the anniversary of Queen Victoria's birthday - was first adopted by the nation's schoolchildren as a day of celebration. As the great powers carved out spheres of influence for themselves in Africa and Asia so the propagandists of imperialism turned their attention to elementary schools. For it was well understood that the task of maintaining over a fifth of the world's land surface could not be left to a small band of dedicated pioneers, as in earlier decades.

The Twelfth Earl of Meath (1841-1929) wrote in 1911:

In former ages the burdens of Empire or of the State fell on the shoulders of a few; now the humblest child to be found on the benches of a primary school will in a few years be called on to influence the destinies not only of fifty-four millions of white, but of three hundred and fifty millions of coloured men and women, his fellow subjects, scattered throughout the five continents of the world.

The inculcation of an appropriate sense of mission was to be achieved, in part, through the medium of school textbooks. Thus Book Va of Thomas Nelson's popular *Highroads of History* series, first published in 1907, opened with a eulogy upon the national flag:

No Briton can help being proud of the Union Jack. It flies over the greatest empire the world has ever known; and wherever it flies, there are to be found at least justice and fair dealing for every man. Nearly one quarter of the whole earth is ruled by the Power which it represents, and nearly one quarter of the population of the earth finds protection beneath its folds. . . . Every British boy and girl will desire not merely to keep the flag unsullied, but to blazon it still further with the record of noble deeds nobly done.

Book II of the same series ended with Edward Shirley's poem to the "Children of the Empire", which exhorted:

Children of the Empire, clasp hands across the main.
And glory in your brotherhood again and yet again.
Uphold your noble heritage - oh never let it fall -
And love the land that bore you, but the Empire best of all

The approach was typical of most history books published for elementary scholars during the Edwardian years. Geography texts also shared in the mood, preparing young readers for possible further annexations in Africa and Asia. Chamber's *Geographical Reader* of 1904, for example, described Morocco as "terribly misgoverned", ruled by a small minority who "suck the life-blood of the nation and make enterprise impossible". The implication was that incorporation in the British Empire would change things for the better.

But to one committed propagandist - the Earl of Meath - even this handy mixture seemed inadequate to transmit the desired virtues of patriotism and service to the Empire which he deemed essential for the nation's future security. As early as 1896 he had written to *The Times* urging that the anniversary of Queen Victoria's accession should be set aside for imperial celebrations. But his principal efforts to establish Empire Day came at the beginning of the 20th century, after the Canadian provinces of Nova Scotia, Ontario and Quebec agreed to commemorate this special day in their schools to remind Canadian children of their imperial links.

In 1903 the Earl founded the Empire Movement. By the following year he had persuaded nine county and 19 borough local education authorities to accept May 24 as a day for imperial celebration in their schools. From this modest start, support rapidly grew. On May 24, 1907 at a time when there were 20,541 elementary schools in England and Wales, 12,544 joined in the imperial celebrations along with 11 teacher training colleges.

The Movement continued to expand thereafter. Indeed, by 1919, 27,323 schools, training colleges and institutions in the UK were taking part. The education committees of only two counties (Anglesey and Merioneth) and of three boroughs (Colne, Darwen and West Ham) were now declining to give official sanction to the observance of Empire Day.

In the early days, however, the main area of support had been the southern counties, from Kent to Somerset. This included the middle-class suburban districts of London and many southern coastal resorts and cathedral cities; not only broadly Conservative in politics but with a heavy concentration of naval and military establishments to reinforce the general imperialist sentiment.

By contrast, relatively little impression was at first made in the agricultural belt from East Angles to the Cotswolds, in the industrial north-east, or in Wales and Scotland. In an address issued in 1905 and reprinted subsequently, Lord Meath stressed that Empire Day promoters desired to encourage imperial and national patriotism, loyalty to the monarch, and "obedience to authority". He associated this with the Japanese code of *bushido*, derived from that country's warrior past and taught in its schools since 1867. *Bushido* emphasized loyalty, patriotism and self-sacrifice, and created what Meath approvingly called "the marvellous spectacle of a veritably universal enthusiasm amongst the people to court sacrifice and death in the common interest".

Meath's provisional programme for Empire Day Celebrations included the hoisting and saluting of the Union flag and the singing of the National Anthem. Addresses were to be given to the children on the duties and responsibilities of British citizenship and upon some aspect of the Empire itself. Recitation of a poem illustrative of "heroic duty and of self-sacrifice on behalf of the nation" was to follow, with proceedings concluded by the chanting of Rudyard Kipling's *Recessional*, composed for Queen Victoria's diamond jubilee in 1897, and by a further rendering of the National Anthem.

Most schools which observed Empire Day seem to have followed this pattern. At Salford, Robert Roberts remembered classrooms festooned with the flags of the dominions, and pupils gazing with pride as they were told that "This, and this, and this" belonged to Britain. As Roberts remarks, it was difficult to see what the "undermass" gained from the Empire, but once instructed they remained staunchly patriotic. "They didn't know", it was said, "Whether trade was good for the Empire, or the Empire was good for trade, but they knew the Empire was theirs and they were going to support it." (*The Classic Slum* (1971), p113.)

Sometimes more dramatic celebrations were planned. At Liverpool in 1909 a pageant of "Britannia and her Possessions" was organized in

which 480 children took part, with 10,000 others forming a living Union flag. They were dressed in red, white or blue caps and jerseys and according to the *Federal Magazine* of June 1909, formed themselves into "our Empire flag" in the short space of 20 seconds!

In the days before May 24, special lessons were arranged to develop the imperial theme. Indeed, Meath's quasi-religious attachment to the cause extended to the issuing of an "Empire Day Catechism", which the children were to learn off by heart and which, to present-day readers, smacks unpleasantly of totalitarian ideology. Thus the "motto" of the Empire Day Movement was "One King, One Flag, One Fleet, One Empire", while its watchwords were "Responsibility, Duty, Sympathy, Self-Sacrifice", and its rallying cry, "For God, Duty, and Empire". In all, 34 questions and answers were included in the Catechism. But to Meath the true "inner spiritual meaning" of the movement was the subordination of "selfish and class interests" to those of the State and the community.

Later he claimed that many of the young men "who rushed to the Colours during the bloody years from 1914" had learned at school "the watchwords of the movement" and had been influenced thereby to answer "their country's call so readily".

"We may claim", he declared, "that the movement was not without effect on the successful prosecution of the world war in defence of liberty and justice". What he did not mention was the contribution this vaunting of imperialism had made to the growing international tensions in the years before the outbreak of the First World War.

Not all sections of society welcomed the Empire Day ceremonies. This was particularly true of youngsters from a trade union or socialist background, whose parents were hostile to the imperialist and militaristic sentiments it was promoting. Thus when the London Education Committee decided to institute celebrations in its schools in 1907, there were immediate protests from a number of parents, and these continued to the eve of the war. Some asked for a "Peace Day" to be substituted instead. Others wondered why if such a "purely sectarian political dogma" were to be celebrated, they should not promote their own political doctrines, such as socialism, on Labour Day, May 1. But the protests were unavailing and celebrations continued as before.

Empire Day, then, became part of the educational process for vast numbers of elementary schoolchildren both before and after the First World War. Over the years, the nature of the celebrations changed somewhat - in the early 1930s, for example, they included exhibitions of Empire products, the performance of an Empire play or pageant, and listening to Empire Day wireless programmes. But the message itself altered little. Not until the break up of the Empire after 1945 did the observance of May 24 at last fade away.

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Red shift

Jonathan Mirsky
 on the
 children of
 the cultural
 revolution

Children of Mao: Personality Development and Political Activism in the Red Guard Generation. By Anita Chan. Macmillan £25.

Until a few years ago, Western visitors to China allowed themselves to be persuaded that Chinese schools were a model of discipline, happiness, simplicity, and high standards from which we could learn a great deal. Even Chinese infant schools, in which rows of apple-cheeked three-year-olds sat wide-eyed, silent, and never moving without a nod of approval from their teachers, were held up for emulation. After Mao Zedong, who liked to be thought of as The Great Teacher, was quoted telling his niece that he had always regarded examinations as ambushes set by teachers to catch their students unawares, numbers of gull-stricken American university lecturers stopped setting examinations.

It was all part of the general Western China-worship, which has been partly, but not wholly, dissipated by Chinese admissions of what was really going on during the once-admired years. Those educated during the Cultural Revolution, between 1966 and 1976, are now routinely termed "the lost generation", and much has been revealed about school chaos, including the killing of teachers and lecturers. The West, where many once castigated themselves for not being Chinese enough, is where the best Chinese students now long to come as soon as they get the chance.

What they are after these days is the status of "expert" - someone who knows a good deal about something special. In other periods after the communist victory in 1949, being "expert" was regarded as at least unpatriotic, and very likely subversive, a mark of commitment to facts rather than to communism, the nation, and to sacrifice. Those with such commitment were called "reds", and the red-expert relationship, occasionally harmonious, but usually antagonistic, has been one of the major themes of the communist period.

Anita Chan's enquiring, original, and splendidly written book examines "redness" at its highest and most tumultuous tide, 1966-68, the first years of the Cultural Revolution.

How and why did some young people become politically active, she asks? Why did some become Red Guards, why did they split into factions which fought and killed each other, and why did so many eventually give up activism altogether?

Teachers will be riveted by Ms Chan's proposition that during this turbulent period, instead of the Chinese family, with its traditional role in forming values and attitudes, it was the schools which shaped young people into Red Guards - who ended up wrecking the schools. "In the urban high schools of the 1960s, I shall show," writes Ms Chan, "the 'authoritarian personality' became the dominant social character of these children of Mao - with devastating results in the Cultural Revolution."

Chan, herself a Hong Kong woman of Cantonese origin, rigorously interviewed 14 Cantonese refugees in Hong Kong for up to 30 hours each, and engaged them in long additional hours of friendly conversation. Like all Chinese, they had each been branded with a "good" or "bad" class label - worker, poor peasant, rich peasant, landlord, bourgeois, Chiang Kaishek official - passed down through the male line, generation after generation, in accordance with Mao's belief that class characteristics are virtually immutable. This meant that certain young people born under Communism, of parents who themselves had supported or even fought for the revolution, came to be distrusted even as infants, and devoted their



youth to demonstrating their patriotism, sometimes by participating in acts of which they were later ashamed - such as beating up classmates and teachers.

For an entire generation of students, beginning well before the Cultural Revolution, political activism was "glorious", and the key factor in gaining prestige, status, and, less gloriously but secretly desired, material rewards. Schools, Ms Chan says, aimed to develop students with two-sided characters: submissive and purposive-obedient to party directives, swift to persecute the party's targets.

From infant school onwards, in a drive to eliminate the liberal notions of John Dewey, which had been in educational vogue since the Thirties, teachers guided children to think always of a greater cause, to "restrain their own desires". Peer group pressure was intense from the start; in small meetings even very young children learned to criticize their own behaviour and thoughts, and to confront others, so successfully that by the end of primary school teachers no longer needed to be present to define, to praise, and to condemn.

Students also learned very young to hate groups they had never encountered: landlords, rich peasants, Americans, and imperialists. One young woman told Chan she had taught herself to despise the "bad" people in a village to which she was sent to work; she even hated their looks. And once the Cultural Revolution was well under way, students from "good" backgrounds - worker or poor peasant - were able to use the vocabulary and sanctions of activism to punish the cleverer "bourgeois" students and teachers whom they

had always resented. "Redness" now permitted rapid upward social mobility, even when the active students had only the vaguest understanding of the high politics and personal feuds which had impelled Mao to attack his adversaries within the party. Being "red" justified hatred, which justified violence.

Students with not-so-good labels became desperate to prove that they were becoming "red". They were constantly told to emulate boring "red" models, who performed boy-scout tasks like washing other students' clothes and mending their sheets, preferably anonymously. The official ideal was to be "the tiny screw in the machine". Emulating true heroes from the revolution was not encouraged; they, after all, had upset an entire society.

None the less, the students longed for heroic deaths. They shouted out "Long live Chairman Mao" while pretending to sleep. They swam in freezing rivers, because Mao once did. The Great Teacher had unleashed educational and social luddites, when all he had intended to stir up was a bit of fervour.

In 1968 Mao called off the disorder and began imprisoning leading Red Guards. Disillusion grew, followed by resentment, resolved in many cases by a dangerous swim to Hong Kong - where the ex-civilians threw themselves, predictably, into the quest for individual advancement which is the colony's hallmark. And yet... as Chan draws such remarkable memories, she realized that "they often marvel at the good old days of 'our revolutionary passion'."

Why some girls starve

by Sheila MacLeod

The Hungry Self. Women, Eating and Identity. by Kim Chernin. Virago £3.95 0 86068 746 5.

Why do so many women today have a problematic relationship with food and eating? Estimates of the incidence of anorexia in the school-age population vary from one in 250 to one in 100. In 1982, in my opinion, being nearer the truth. A 1982 American survey of college-age women concluded that one in five was suffering from bulimia (compulsive bingeing and vomiting) but a year later *Ms* magazine put the figure as high as 10 per cent. Although Kim Chernin underestimates the proportion of males who suffer from eating disorders (she cites less than 8 per cent whereas I would estimate at least 15) she rightly concludes from these figures that food has become a symbolic arena in which the conflicts of female identity are fought out - sometimes to the death.

In her previous book, *Womanizer: The Tyranny of Slenderness*, Chernin argued that anorexia was a response to (male) cultural pressures on women to become small, slim and insignificant. Written under the wild and woolly influence of the American feminist Susan Griffin, it could be said to be a hymn to the nature female body and urged women towards a militant narcissism: an analogy with "Black is beautiful". Although I was full of insight into women and culture, I failed to come to terms with anorexia as a political strategy aiming (often successfully) for power and control. In seeing the problem in narrow cultural terms, I ignored the intrapsychic and existential conflicts which induce a girl or woman to starve herself.

After this, *The Hungry Self* takes several big steps in the right direction. Here anorexia is seen as part of a continuum which also includes bingeing and bulimia. All such forms of behaviour, Chernin argues, tend to begin at a point of crisis in a woman's life, regardless of the crisis usually centres on questions of female identity: a concept which, in these days of self and increasing opportunities, must constantly be defined and redefined by every individual woman in regard to herself. During this process she almost inevitably compares herself with her mother: her role, her status, her achievement. The thought that she may surpass the mother is a nurtured her and made sacrifices on her behalf, a horrifying, guilt-inducing, and leads to all sorts of confusions about nurturing and being nurtured. These in turn can lead to a crippling obsession with the ingestion and evacuation of food.

The mother-daughter relationship becomes the focus of the book and is explored in some depth. Chernin's unearthing of the fearful, angry, ever-hungry infant in us all is particularly fascinating, although I found some of the more extreme Kleinian formulations hard to credit. For instance, she claims that women with eating disorders believe (and have believed from infancy) that they have sucked their mother dry, leaving her depleted. But this can surely only apply to younger or youngest children. An older child is more likely to feel a jealous rage on seeing a nurturing mother give herself to another. The subsequent eating disorder could just as well be seen as a difficult but vengeful bid to separate from an unfaithful loved one. Again, Chernin underestimates the positive aspects of eating disorders: they are, however perversely, oriented.

Elsewhere in the book she gets to grips with the existential problem of inhabiting a body, and specifically the female body and the changes it undergoes. Here again she is illuminating, particularly on bulimia, but the ascetic, quasi-religious aspects of self-starvation escape her. The purgation of the body can, however, be a bid for earthly power or heavenly glory, as well as a denial of the essential female. And it is no

The wooden spoon

Red Jenny. By H F Peters. Allen & Unwin £12.95. 0 04 928053 8.

It is debatable whether the miseries of life in the USSR, North Korea or other Communist states are to be laid at the door of the intellectual errors of *Marxism*. It is a good deal clearer that the miseries of life in the Marx household are properly to be laid at the door of Karl Marx and his willingness to sacrifice himself, his children and his acquaintances for the sake of the revolution. In a rare moment of good sense he wrote to Paul Lafargue to remind him that if he intended to marry Jenny, the Marxes' eldest daughter, he ought to provide himself with an income. "You know," wrote Marx, "that I have devoted my entire fortune to the revolutionary struggle. I do not regret it. On the contrary, I would do the same if I had to start my life again. But I would not marry. As far as lies in my power I shall protect my daughter from the cliffs upon which her mother's life has been wrecked." By this time, it was too late to turn over new leaves; between the Marxes and the pawnbroker lay only Engels's generosity and occasional gifts and bequests from relatives and friends. As Marx grimly observed during the writing of *Capital*, nobody had ever discussed "money in general" during quite such a shortage of money in particular.

Professor Peters' biography of the elder Jenny - Baroness von Westphalen, Mrs Jenny Marx - is a gallant attempt to do what cannot be done, namely to retell the familiar story of Marx's career from Jenny's point of view. It cannot be done, because all the sources, even Jenny's memoir of her life, resolutely take the viewpoint of the all-devouring revolution and its agent Karl Marx. To get much perspective on Marx one has to stand well back and see him in the company of the democrats and radicals of his day - of the Herweghs, Lassalles, Bakunins, Herzels and the rest; but if we stand back that far, poor Mrs Marx vanishes entirely from sight. If we get close enough to see her at all - relying on the wonderful and much quoted report of the Prussian police spy Wilhelm Stieber to get an outsider's view of the horrors of exile existence in a Dean Street attic, as Professor Peters does here - it is Marx who fills up the picture, Jenny hovering in the background, ill, depressed, ground down by the death of three children and the illness of others.

It is unfair to set Professor Peters's

slight volume against Yvonne Kapp's two-volume biography of Eleanor Marx - there are few biographies which could bear that competition - but he has been on a hiding to nothing. Eleanor did have a life of her own and a role of her own in the movement, she outlived her father by 15 years, and played a large part in putting the authorized version of Marxism into circulation. Her mother was confined to the role of amanuensis for her husband and manager of the domestic disorder. Moreover, her reward for this was that her daughters naturally adored their romantic, exuberant father and barely tolerated their complaining, irritable mother. Whatever one's sympathy for her, it is not much to make a life of.

The virtue of Professor Peters's book is that it gives us a decently full picture of Jenny's background and an artless account of her reactions to her surroundings which allows us to make up our own minds whether to award her husband the wooden spoon in the domesticity stakes. The problem, in a sense, was that both of them were caught in a peculiar bind; to lead the revolution they had to remain "respectable" - Marx could not afford to drop out of the middle class - and Jenny anyway was respectable, all her life refusing to make friends with Engels's mistress Lizzy Burns and acutely uncomfortable in the presence of domestic scandal.

It is tempting to think that she was simply out of her depth and ill-adapted to a rough environment. But that temptation is surely killed off by reflecting on the horrors of her existence - married in 1843, promptly exiled to Paris, then to Brussels; back to Paris when the 1848 revolutions broke out, then to Cologne, then to London, almost continuously pregnant for the first 10 years of marriage, always short of money, frequently ill and with her husband usually absent on revolutionary business. She would have needed the brute strength of the ox to endure it - and who but the prettiest, liveliest and most romantic girl in Trier would have fallen so madly in love with the wild dark student four years younger than herself in the first place?

Professor Peters doesn't do very much with this 19th-century tragedy - but he hardly needs to. Anyone familiar with biographies of Marx will find little new here, but for anyone who isn't, this isn't a bad place to start.

Alan Ryan

'Self-expression'

Questions in Aesthetic Education. By H B Redfern. Allen & Unwin Introductory Studies in the Philosophy of Education £13.95. 0 04 370162 0. £5.95. 370163 9.

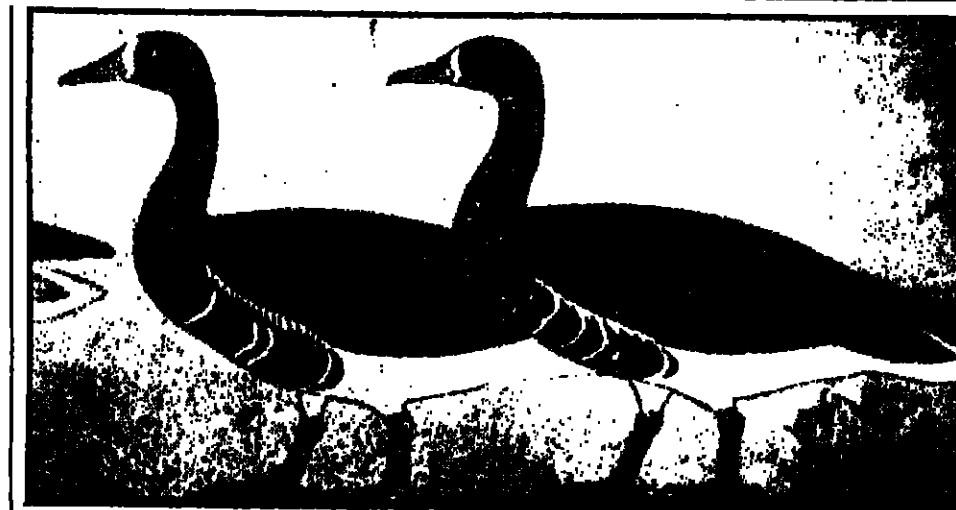
"There is more confusion about aesthetic education than about any other area of the curriculum." In her short book, H B Redfern deftly exposes the roots of the confusion and produces a vigorous argument for a more balanced provision of aesthetic education than presently prevails in our schools. Teachers need an "understanding of the history of those ideas that are relevant to the aesthetic realm". Her book is a valuable contribution to such an understanding. Her particular *bête noire* is the widespread assumption that children who are creating imaginative work at their own level - poems, pictures, music - are doing something intrinsically more important than learning to admire, discuss and discriminate among the works of adult artists. This assumption she relates to the inheritance of Romantic ideas of "originality" and "self-expression" that, under the particular influence of Herbert Read, have tended to lead teachers to take an inflated view of the significance of children's efforts. She strongly resists the kindred assumption - that only those who practise the arts can truly understand them. Such a view, she argues, in practice tends to deprive children in secondary schools of the opportunity to develop a critical appreciation of, for instance,

architecture, or cinema, radio and television.

Such an appreciation is highly desirable, no doubt. However, it would be a pity if the trainee teachers who are likely to be the main audience for this stimulating book were to imagine that the expansion of such critical activity is presently being displaced by the kind of ill-thought out undisciplined "artistic" activity to which Redfern objects. The "new utilitarianism" that she rightly sees as "abroad in state education" is more commonly shown through the absence of such activity: it is, for instance, nowadays far more common for children to be discussing the kind of stories than to be writing them. Those discussions sometimes mistake the nature of their subject. Redfern rightly insists that while "aesthetic responses belong inescapably to the realm of values", teachers who use the arts merely as social or political documents sell their students short. She is similarly persuasive in her discussion of the nature of judgement in the arts, of its inevitable provisionality and of the enrichment that follows the kind of collaborative critical work that teachers should encourage. The title of her book, she insists, indicates its "exploratory nature": the lucidity of her explorations will be welcomed by anyone in search of a corrective to "the incoherent pronouncements of well-meaning but middle-headed enthusiasts" that she finds too prevalent in the official educational publications that come under her scrutiny.

Roger Knight

BOOKS



Part of the painted frieze of geese in the mastaba of Princess Anet at Meidum. From Kurt Mendelssohn's classic study, *The Riddle of the Pyramids*, now available in paperback from Thomas and Hudson (£7.95). Rosalie David offers further intriguing evidence in *The Pyramid Builders of Ancient Egypt* (RKP £16.95).

Rights of passage

Politics in Israel: the second generation. By Asher Arian. Chatham House Publishers, New Jersey \$25. 0 934540 381.

A strong flavour of the nature of Israeli society emerges from Asher Arian's extremely dense book. It is a study of Israeli politics into the second generation, and yet, like many Israelis, he underplays the political importance of Arabs, whether Israeli Arabs or those on the West Bank. It is as if, by not stressing their situation, the consensus within Israel will be realized - that there is no real problem.

Yet any objective outsider would challenge that view. It is wishful thinking. A Jewish state with a large Israeli Arab minority and a large Arab population in the West Bank has problems. Arian recognizes this in his introduction, when he notes that the Arab population (within the pre-1967 boundaries) is referred to as "the minorities". They are a "minority" but the very term suggests a lack of acceptance of Arab sensibilities. In a period of intense nationalism, Arian recognizes the strains they are under, but dealing with civil and human rights later on, his treatment of both Israeli and West Bank Arabs is cursory, almost as if he is not interested.

When he is interested, Arian's analysis is superb. He is fascinated by "the Israeli penchant to see cultural and political problems in procedural terms". When he analyses the new parties of the Democratic Movement

for Change, he queries their ideological belief in electoral reform, which "will change the nature of the political system", altering the "very moral climate of the country". Arian disagrees, for it will not make politicians more honest, office holders more responsible, or the electorate wiser. That is undoubtedly true, for electoral reform by itself cannot fundamentally change the nature of the system. It can, however, make it more sensitive to the voters' needs. It can make lobbying more public (an issue Arian ignores after describing current lobbying as secret), and it could make individual Knesset members more valuable. But apart from that, if electoral reform were part of a package of general constitutional reform in Israel, it is hard to imagine Arian not supporting it.

He argues that Israel's historical experience is too fragile to leave the guarding of civil and human rights to the authorities. A liberal democracy limits the powers of government by the existence of a written constitution, allowing for redress of infringement of rights of the individual within the courts. Yet, despite considerable debate on the subject in the press, in Israel the lack of a basic law to cover civil and human rights is seen as a political necessity. Knesset members and committees have worked on the preparation of a Bill of Rights for years, but its passage has not been achieved. Arian argues from the lack of a Bill of Rights in Britain that there is a centuries-old tradition of protect-

ing civil liberties. But he merely betrays his lack of understanding of British politics thereby, for the campaign to incorporate the European Convention on Human Rights into British law is supported across the political spectrum precisely because those civil liberties are not adequately protected within our domestic system.

Arian's underlying contention is that the authorities have too much power in Israel. He is probably right. The current myth is that there is an adequate system of checks and balances, yet the judiciary has on the whole been loath to intervene in political matters, and, as central government intervention grows, administrative justice becomes increasingly important. Reform is clearly overdue. Arian does not forecast it in the near future, given the consensus nature and coalition structure of Israeli politics. But in the constitutional reform area he sees it as a vital necessity, making it all the stranger that the Arab situation is not analysed thoroughly. Reform in the treatment of Arabs is equally overdue.

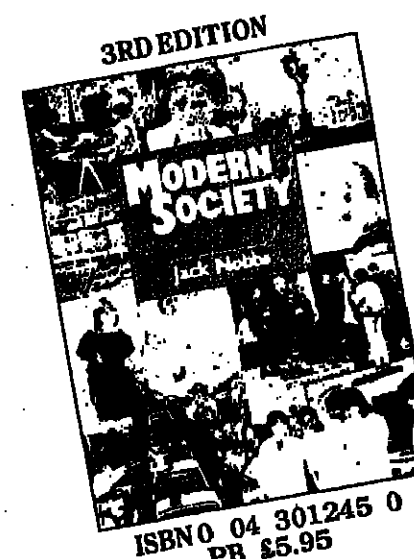
And all the serious analysis, there is a touch of humour in this book. Arian's analysis of the low prestige of Israeli politicians is delightful. He quotes the story of a Haifa resident arrested for attacking his neighbour with a knife. In explaining his behaviour he claimed that his neighbour had called him a politician. Need one say more?

Julia Neuberger

ALLEN & UNWIN

Modern Society A Social Studies Course

Jack Nobbs



ISBN 0 04 301245 0
 PB \$5.95

What was said about the previous edition: "One of the strengths of this book is its use of numerous cartoons... and photographs, as stimulus material... The case studies are extremely good... but the main strength of the book lies in the author's knowledge of the inadequacies of the traditional textbook and his attempt to overcome them."

The Social Science Teacher

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BOOKS IN CLASS

Grotesque, scurrilous, lyrical

John Warren on a new series of guides to German texts



GERMAN

Critical Guides to German Texts:
Grass, Die Bleichrödel. By Noel L. Thomas £2.80. 0 7293 0219 9.
Frisch, Andorra. By Michael Butler. £2.40. 0 7293 0220 2.
Kafka, Die Verwandlung. By John Hibberd. £2.80. 0 7293 0221 0.
Lessing, Minna von Barnhelm. By Robin Harrison. £2.80. 0 7293 0231 8.
 Grant and Cutler

A new set of critical guides to German texts from London's leading continental bookseller, under the editorship of Professor Martin Swales, must surely be a cause for rejoicing. In addition to the four under review here we are promised in the near future works on Stifter's *Bunte Steine*, on *Effi Briest* and on *Faust* 1. None of the texts are over 100 pages, and all have attractive covers, good clear print and useful bibliographies. The texts are designed for students at various levels, including A level candidates and undergraduates and also aim to give a view of the present state of critical scholarship. This makes them rather easier to read than to write. I suspect, but one can have few quibbles about recommending the first four and if the series lives up to the reputation established by the French series it will be welcome indeed.

I well remember the furore caused by the appearance of *Die Bleichrödel* back in the Fifties in both the German and the English version. *Encounter* went so far as to give the whole of the *Im Zwiebelkeller* scene to its readers but that gets scant mention here. This is a magnificent and major work of art - grotesque, scurrilous and lyrical - and as Professor Thomas makes clear in his introduction, *Enzensberger's* "decade" necessary for coming to terms with the novel has by no means been sufficient.

There are seven sections and a conclusion and Thomas starts, somewhat surprisingly, with a short analysis of the film; possibly because this may be freshest in the memory but more probably because by demonstrating the limitations within which Schlöndorff worked we get an impression of the huge scope of the work. It also

enables the author to draw our attention to the main historical core of the work; the expulsion of the Germans from Danzig.

Many sections will be particularly useful: for example that on "Narrative Perspective" with its discussion of Oskar the child for whom there are no taboos and who becomes "the fractured medium through which the activities of others may be scrutinised". The section on "Irony, Satire and the Grotesque" will prove a godsend to students told to examine Grass's use of irony. Professor Thomas is fairly restrained on the obscene and the nauseating - no one who has read the book will ever forget the image of the horse's head disgorging cels of all sizes as it is hauled from the harbour.

Sections on the chronology of the book, on the narrative skill of its author and the theme of guilt are all fairly discussed and in his conclusion, Professor Thomas attempts the comparison with Thomas Mann's most German novel, *Dr Faustus* (more interesting for its approach than the comparison with Mann's *Schellenroman*, *Felix Krull*). This 92-page book, with its wide use of quotation from the text and its valuable cross-references to Grass himself and to the major critics, will serve as a sound introduction to one of the most impressive literary works to have emerged from postwar Germany.

I managed to avoid the term "Be-wältigungsliteratur" in writing of Grass, but it is not possible to discuss *Andorra*, particularly in terms of its reception in 1961, without considering it. Dr Butler gives an excellent account both of Frisch's own attitude in the matter and the response from both Swiss and German critics, the problem made more fascinating because in theory Switzerland felt no need to feel guilt for NS crimes.

Dr Butler is at pains to stress that the play is far more than a parable or "Lehrstück" on anti-Semitism and the Holocaust but, be that as it may, the weakness of Frisch's dramatic work would seem to be that once seen the public does not feel the desire to see it again (particularly true, I feel, of *Biedermann und die Brandstifter*). However, so persuasive and enjoyable was Butler's account and examination of *Andorra* that I reread the play and, thanks to this useful little guide, saw much that I had not seen before. Clearly Frisch owed much to Brecht (it is good to have included here the "Brechtian" tale, *Der andorranische Jude* which appeared first in *Tagebuch mit Marion* in 1947) but also to the

whole tradition of European drama (Hans Wysling, we are told, identifies five different dramatic modes in Frisch's play).

After the play is put into context there are three central sections all of which will be welcomed by undergraduate and pupil: "Structure", "Characters" (this will be most useful for A level candidates) and on "Language" (an excellent analysis and one which shows how vital the original language is to the success of the play). Finally, Dr Butler turns to "Reception" and to the sorry fact that after a period of excitement and success lasting about five years the play has completely disappeared from the repertoire. He hopes that the new line of criticism coming from critics such as Pütz, Frühwald, Schmitz and Wendt will show that the message of the play has "a contemporary urgency to match that of the sixties".

Pütz's central point he sees as stating that *Andorra* demonstrates not so much a coming to terms with the past as the recognition that such heart-searching has not yet even begun. The hope is that this will "reissue a challenge to theatre-directors, critics and audience alike", but I am very much afraid that despite the fascination of the work and the excellence of Dr Butler's advocacy we are not likely to see any new productions of note in the foreseeable future.

Of the texts listed here it is clearly Kafka's *Die Verwandlung* to which the A level examiner has remained most faithful, though not, interestingly enough, the enthusiasm and interest of the pupil. Twenty years ago most youngsters in late adolescence found Kafka fascinating - a sounding-board for their own fears and worries as they approached life - many nowadays seem unable to cope with what Dr Hibberd calls "a vivid experience which survives all attempts to explain it and never ceases to provoke wonder and reflection".

Dr Hibberd has already produced one general and very readable study of Kafka and those who look for lightness allied to surrealism of touch will find this little volume most rewarding. In the short compass of 78 pages there is a great deal to help, inform and to stimulate critical interest in this, perhaps best known, Kafka text. Good on narrative perspective (with useful comments on the authorial narrator, the use of time and events as seen through Gregor's eyes) there is also much of interest to those who (possibly stimulated by Alan Bennett's recent television film) will want to know more about the author and the relationship between *Samsa* and Kafka. The last section, "More Perspectives", provides a brief account of various critical approaches taken in interpreting the work with more useful comments on the psychological and much of interest on the sociological and religious

approaches. A quick sweep through the various concepts of modern philosophy which have been used by other critics does indeed make us aware that "the readings of *Die Verwandlung*, in total far too numerous and varied to be mentioned here" point to one conclusion, namely, "the need to think carefully about the status of fiction and the methodology of literary interpretation". Dr Hibberd does not waste time identifying the critics (but refers us to Becken and to Dietz) but he does provide an enjoyable account and examination of a key text which no student of German literature can ignore.

If Dr Hibberd treats the critics rather lightly, Mr Harrison takes them rather seriously and that is a shame, for in *Minna von Barnhelm* we have one of the most frequently performed plays of the German repertoire: realistic, full of humour and humanity and flawed only by Minna's overinsistence on teaching Tellheim a lesson. Sensibly enough, Harrison begins with the historical context of the play - Berlin in the aftermath of the Seven Years War - a valid starting point for the lively realism and fascinating balance of characters (from both camps).

The second section, "The Themes: Money and Honour", should surely have included love in the title, for a play in which love and honour are at odds should end as a comedy and the love which exists between our empancipated heroine Minna and the wounded (both physically and spiritually) Tellheim transcends all other considerations (as Mr Harrison shows). The structure of the play is complicated and the analysis here was in dire need of some form of diagrammatic aid; my head began to spin as I was whirled from scene to scene and back again. The points about "Balance and Centrality" which are being made are, however, very valid ones.

The final section, "The Genre: Comedy and Tragedy", is both interesting and problematic. Interesting are the details of the origins of the play in the tradition of the "schicksalische Typenkomödie" but it was an error to feel to bring the word tragedy into the title (however much earnest critics may have written on the subject). We are given some of Lessing's own writings on comedy and these, plus a comment on some of his earlier comedies (several of which still stand up very well on the stage) might well have served to point the reader in the right direction. A few words too on the limited tradition of German literary comedy, extending as it does to Hoffmann's superb *Der Schwierige* (with its obvious debt to Lessing's interest), could well have been of interest. On balance, these reservations are of minor value and interest here and all who love the play and value its author will be grateful to Mr Harrison.

won't be disappointed. You might, however, feel a trifle put down by occasional admonitory case studies, "bad news" bulletins and rules for good practice. It's understandable the authors should wish to warn young people of avoidable health hazards but things get a bit out of hand when cigarettes are called "coffin nails". At least, out of the reader's hands and self-determination is supposed to be what it's all about.

Other people might switch off as early as the first chapter which asks, "What colour does your face go when you get very hot?" A surprising and atypical slip in authors who generally make some attempt to reflect a multicultural society. On balance, however, the "good news" that you're important and worthwhile as you are, should win out. This book is definitely recommended but, in keeping with its philosophy, any decision to read it rests firmly with you.

Moria Wilson

Further articles on health education on pages 35-46

CHILDREN'S LITERATURE

The Downhill Crocodile White and other stories. By Margaret Mahy. Dent £5.95. 0 460 06237 9.
A Lion in the Meadow. By Margaret Mahy. Dent £5.95. 0 460 06174 7.
The Tricksters. By Margaret Mahy. Dent £7.95. 0 460 06203 4.

Readers of Margaret Mahy's collection for 5 to 9-year-olds won't be disappointed. The wit and deft, promised by the blurbs on previous volumes are here again in full measure. There's the man with an ear for music (they're shaped like violins), the drought that's so bad even the statues have their tongues hanging out, the Prime Minister haranguing the Queen that "You mustn't interfere with the dignity of money." There are also passing observations that "No matter how pure their lives, goats always look guilty of something", or that Handel "a part in which the size of the leaden matter very much". Margaret Mahy clearly isn't one to talk down to her audience. Children will identify with heroes and heroines who overcome the odds made for them by the world who know best, in stories where "no plot fit into the very spaces they lay longed to find". Whether they tell business men who would rather sit on a Cinderella than sit on the 42nd floor writing invoices for grammars or a girl who finds a vocation tending pop plants, the stories deliver their delicate wisdom in prose that demands to be read aloud.

Younger children will also welcome the reappearance of the classic *Look at the Meadow* with new colour pictures by Jenny Williams. And the imagination so gently celebrated in that little tale, the penetration and enrichment of reality by creative fantasy, is the central to Margaret Mahy's distinguished new novel for teenagers, *The Tricksters*. A family Christmas at beach in New Zealand, where dad "cut into summer like little estate saws", is first enlivened, and threatened and finally shattered by the mysterious interference of three out-jurying brothers. The house, family and friends have their own guilty secrets: both sexual and violent. The Tricksters provoke their disclosure.

The book's central consciousness is Harry, a teenage girl squeezed between a glamorous older and an ageing younger sister. She's also a willful gothic fantasy. The frightening manifestations are perhaps called up by imagination (writers consort with ghosts of their past), by the spirit of the house and by her stifling position in the family. "Being the middle of a family seemed like an illness." She moves up or down, only out of an extreme place of her own. But it isn't so much magic realism as realistic magic. The shifting rivalries of alliences of family life are brought to depth in dialogue which gives the story a depth a vivid past. This modern background to supernatural events sets the book in a tradition that includes M.R. and Henry James and a fine recent novel as Brian Moore's *Cold Heaven*.

Deeper still lies the suggestion of myth. Harry's really called *Arcturion*. After her sexual initiation and death by Felix Carnival, she's reborn like her namesake, by a dragon's ecstasy, a vision that lets her begin again as a writer and recognize her younger sister's human needs. On a way of looking at myths is as fairy stories that we tell ourselves that we remember that and readers of *The Tricksters* will be invited to discover for themselves.

Margaret Mahy will be interviewed in the Children's Books Extra next week.
Six German Romantic Tales. By Friedrich Kleist, Ludwig Tieck and E.T.A. Hoffmann. Angel Books £4.95. These Hoffmann's *Don Giovanni* is a novel for lovers of Mozart. Good translations by Ronald Taylor. *The German Lesson.* By Siegfried Eddius Williams. By Ernst Kaiser and Eddius Williams. Methuen £3.95. A powerful novel of the Second World War, which puts individual conscience against the person of a young boy. Ludwig told the horrors are implied.

Aiming for the stars

Julia Pascal talks to Isaiah Jackson

On Wednesday the Royal Ballet announced that 41 year old, black American Isaiah Jackson is to be Principal Guest Conductor this autumn. The appointment follows appreciative reviews for his appearance at Covent Garden last June and this week at Covent Garden he conducts the Frederick Ashton triple bill "Les Patineurs", "Scenes de Ballet" and "The Dream".

Jackson grew up in a middle-class, Virginian family in the Fifties. "It was still the days of 'separation but equality' - all my high school and college teachers were black." He moved to Putney in Vermont a co-educational, progressive school based on Summerhill. At Putney, Norwood Hinkle, his music conductor, organized the school into a compulsory twice weekly communal choir where the emphasis was definitely European. "We sang English madrigals, rounds, Brahms, Mozart's Requiem, Bach's B Minor Mass. It was Hinkle who gave me my musical taste." Putney students were also obliged to muck out the cows every day. "It was a great leveller getting up early in the morning when the moon was still out and clearing the

manure which was steaming on the snow."

But if it was Putney, Harvard, Stanford and Juilliard which prepared him for a career as an international conductor, it was the black violinist and high school band leader Joseph Kennedy who formed the strongest role model. "He wasn't allowed to play in the Richmond Symphony because he was black. Then in the Sixties he was invited in. He soon became a member of the board then Supervisor of Music for Richmond Public Schools. As a young man he was in a dead end situation but the situation has changed for blacks and this makes me optimistic."

At Harvard the black dean of students Archie Epps asked him to conduct for his House. "In December 1964 *Cost Fan Tutte* was the first thing I ever conducted." Why such an ambitious project? "I went to church one summer and Reverend Williams was preaching a sermon. He said 'Aim for the stars. Even if you miss you'll be on pretty high ground.'"

After Harvard, Jackson worked as Leopold Stokowski's assistant with the American Symphony Orchestra and

then as assistant conductor at the Baltimore Symphony. Credits include leading the New York Symphony, Dance Theatre of Harlem and Carnegie Hall. He has appeared with the Vienna Symphony and was artistic director of Michigan's Flint Symphony Orchestra and Associate Conductor of the Rochester Philharmonic. But even with such a high profile Jackson also finds time for music education.

Tiny Tots, Elementary School and Family Concerts are a regular feature in Rochester. Says Jackson, "I've played for over half a million kids in my life. I'm keen to get them involved in music as soon as they can walk". Tiny Tots concerts usually concentrate on nursery rhymes and a light classical repertoire; nothing lasts more than six minutes. State funding comes from the county and the National Endowment for the Arts but Tiny Tots has no support and was forced to approach commercial sponsors. Macedonia toured the project down but Wendy-burgers were quick to take it on when one board member found that his son had returned from one of Jackson's concerts with a strong interest in the trombone.

Television

Homo economicus

"So - this company's workforce... doesn't like to admit that it's making a product for a market." The "company" was Mountbatten School, Romsey, the "product" its pupils. What Christine Chapman's *Diverse Report* (Channel 4, May 27) found more difficult to define was the consumer, sliding from parents, to employers, to the "product" itself, and showing that each had a different notion of what was being manufactured and the function it was meant to perform.

The device of inviting a firm of management consultants to report on the school as if it were a business might have produced a useful perspective on educational problems. But, as her commentary made clear, this was not Christine Chapman's premise. "As if" was soon forgotten. "Management and employers are reluctant to admit they're running a business," she chided. "Education is not special."

The NHS, local government and even the prisons are learning to behave like private companies. "What she offered was not one possible viewpoint, but a necessary one."

We would have no need to worry, if the idea of the "product" as merely *homo economicus* were confined to a few eccentricities; but it isn't. "For the money that's being spent on them at school, what do you think of the return?" This *Week Next Week* (BBC1, May 25) asked Rank's Head of Management Services who had complained of "shortcomings in the area of them being able to represent them."

The spotlight was turned on education by Kenneth Baker's appointment and the HMI report, but it seemed to be directed solely at the questions of cost-effectiveness and parental choice: a fruitless discussion on vouchers occupied much of *This Week Next Week*. The philosophy of education was ignored; so too, within the commercial argument, was the view that Britain's poor economic performance (meaning lack of resources for schools and opportunities or incentives for school-leavers) could be as much to blame for poor educational results as the other way round.

No one could accuse *Credo* (Channel 4, May 24) of failing to address itself to fundamentals in its study of terrorism. Showing how concepts of "just war" and "legitimate use of force" have changed since the Middle Ages, it produced a splendidly clear and well-argued thesis on contemporary dilemmas such as the problem of justifying the bombing of Libya or the action in the Falklands. Fine educational material, this is a programme that would inspire and clarify classroom debate on these moral issues. But, given that the government is one of our largest employers, I can well see that there might be objections to its use (on grounds of cost-effectiveness, of course).

While the News was reporting the signs of a right-wing backlash in South Africa which showed how narrow President Botha's options have become, *Brasserie* (BBC2, May 22) and

29) investigated the two communities in Northern Ireland whose conflicting aspirations have offered an equally restricted set of options to successive British governments. It used to be suggested that if people stopped reading newspapers and got all their information on current affairs from the "idiot lantern", they would end up ill-informed. In fact, the television news bulletins and current affairs programmes compare very favourably with a popular press that, in recent weeks, has found little to headline except the off-field antics of a cricket star. Television does at least contrive to keep sport, news and soap opera in distinctive slots.

Robin Buss

Next Week

Theatre books: Irving Wardle on Jonathan Miller; Steve Grant and Hugh David on Shakespeare; Coward, Chekhov and the London stage.

Children's books

From care to court

Repercussions. Pilot Theatre Company, The Dukeries College, Ollerton.

Pilot Theatre use a variety of styles and some excellent masks to present *Repercussions*, their latest show for young people of 14 and over. Fast moving, well-observed scenes tell the story of Dawn, a truant who winds up first of all in care and then in front of the courts as a young offender. In the end she makes a decision to break out of the destructive cycle in which she finds herself, but whether she will be successful must remain in doubt.

This is a carefully researched piece that is rightly critical of overworked agencies that can seem uncaring. It demonstrates how people can become

caught up in a legal process that is often mystifying. However, the company of four are not looking for an easily identified authority figure upon whom to lay the blame.

In the workshop that followed the pupils in the audience questioned each character and came to the conclusion that Dawn's fate could have been avoided if all those concerned had spent more time talking and listening to each other. It's too late to say what you really mean when things have gone wrong.

This is an intelligent, witty play, full of truth, but no easy answers.

Nick Wood

Further details from the administrator on 0924 45477.

Arthur's here

The Greenwich Young People's Theatre production of *Arthur Awakes*, which was enthusiastically received last summer and then toured in Jamaica, may be seen again at the Albany Theatre, New Cross, on Satur-

day and Sunday at 8pm. An adaptation of the legend of King Arthur using music and fireworks, the play is performed by mentally handicapped young people aged 18 to 30 from special schools and centres in the Greenwich area. GYPT hope to expand this work with workshops and further productions. (GYPT 01-854 1316)

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ARTS

Not-so-good guys

Remo - Unarmed and Dangerous (15)
Odeon, Leicester Square
The Hitcher (18)
Cannon, Panton Street

In the last week before exams, as children bunk off school for revision and study weeks, these are the two films they are likely to be watching at their local Odeons. But while O level candidates can enjoy *Remo* (15), only the upper sixth will be able to slip past the commissionaires to get into *The Hitcher* (18), and some of them may fail the age test. Why? Both are violent films, both are obvious fantasies with only a tenuous connection to the real world; and *Remo*, unarmed, seems on the face of it to invite more ready imitation than the *Hitcher*, with his battery of automatic weapons.

Pity the poor censor. The British Board of Film Classification, as it now calls itself, has to base its grades on much the same criteria as one judges the "right" rate for a job: custom and precedent. It is easy, by putting two films together, to make their decision seem arbitrary. It is less easy to demonstrate that, given the principle of censorship, they may be right.

Remo (Fred Ward) is a police officer recruited by a secret US government agency ("answerable only to the President") to dispose of a corrupt arms manufacturer who is, apparently, beyond the reach of the law. He goes for training to a Korean sage, played decidedly tongue-in-cheek by Joel Grey, who teaches him how to dodge bullets and paralyse opponents with his fingertips: "Who are you?", the marginal female interest asks when he has completed the job. "Would you believe - the good guys?" Answer: no, unless you approve of the methods and morality of the vigilante. The film achieves its grade because, despite the doubtful premise and the violence, it is

made in a spirit of slapstick: you see it, but you know it can't really be true. Only a 14-year-old with a mental age somewhat below that would ever be taken in.

What we see on the screen in *The Hitcher* is only marginally more violent than *Remo*, but what it invites us to imagine is far nastier. The story is similar to Steven Spielberg's *Duel*: driving through the desert, Jim (C Thomas Howell) picks up a hitch-hiker (Rutger Hauer) who tries to kill him, then pursues him across the countryside with a relentless determination to finish the job. If we were to believe the evidence, there must be a rapid turnover (in more than one sense) of personnel in the Texas police. Squad cars somersaulting like sagebrush, officers make a precipitate retreat from active service, to leave room for an apparently endless supply of new recruits. Understandably disillusioned with these official enforcers, Jim too takes the law into his own hands and ends as savagely vindictive as his pursuer.

The setting may be as far from the experience of the average British teenager as Joel Grey is from Korea. The unpleasantness of *The Hitcher* is that it posits an unreal world with no good guys. The police are prepared to shoot on sight, the innocent can only protect themselves by taking on the mentality of their tormentors, and, at the centre of it all, is the *Hitcher*, a sneering figure powered only by a death wish (for others and, ultimately, for himself). The character is enigmatic and the violence that he creates consequently gratuitous. There are children (particularly other people's) whom I would prefer not to risk exposing for 1½ hours to the mind of the *Hitcher*.

Robin Buss



Remo (Fred Ward) escapes from his attackers on top of the Statue of Liberty

No mystery

A Midsummer Night's Dream
Contact Theatre, Manchester

Contact Theatre's production of *The Dream* attempts surrealism and nightmarism rather than magic and mystery. Tony Clark, artistic director, develops his interpretation from Theses and Hippolyta's Act Five Speeches, "shaping fantasies" of lovers and madmen.

Kate Burnett's design jumbles references from 20th-century painters of dreams: Miro ducks and dada bangles hang over a green vortex, a bowl-shaped stage which revolves; the lovers and Puck/Philstrate are dressed

like Picasso's clowns and harlequins, while Oberon and Titania wear evening dress. All this works better on paper, indicative of the problem: it is a cerebral rather than intuitive approach and fails to grip the play's passion and imagination. The company work hard at psychological interpretations of characters and seem to fight the poetry and magic; the fairies are knockabouts - the rude mechanicals dressed in tutus. But the evening was held together by Jenny Howe's Titania/Hippolyta and Malcolm Hobden's Oberon/Theses - she an eccentric, strong-minded queen, speaking Shakespeare with fire; he a benign, avuncular magician.

Charlotte Keatley

Radio
Sounds Irish

Even a shortish period as a consumer of radio and television in Ireland reveals a number of surprises and indeed warnings for broadcasting in Britain.

For starters, there is the widespread domination of the airwaves by foreign media. This is not simply the fact that BBC weathermen have now started forecasting the weather in the Republic. BBC Television and (via Later Television) TTV and Channel 4 are widely available there - and watched. Piles of *Radio Times* and *TV Times* sell from newsagents' shelves along with the domestic RTE Guide. What is more, the two channels of Radio Telefís Eireann rebroadcast many British programmes, sometimes relaying them as they are rebroadcast in the UK.

Those tempted to dismiss this invasion of a culture as inevitable in any small country might note that we are about to be swamped by scores of satellite-transmitted channels, many of which will convey "international" pop. Even now one provider, Sky Channel, is relaying *Crisis Cross Quiz* in a form acceptable in any (ie no) language. As it happens, Irish radio is perhaps more illuminating than television. With a population of three-and-a-half million, it has three national radio networks: apparent luxury, but they indicate what might be lost if two BBC networks were to combine. RTE's Radio 2 is more or less a steady stream of pop, somewhere between BBC Radios 1 and 2. The third network broadcasts for much of the day in Irish though in the afternoon, its VHF transmitters carry FM3, a music and arts station.

RTE's Radio 1 is the real hybrid. It starts up with *Morning Call*, an agreeable enough mixture of light classical, folk and "easy listening" music. Then at the sociable time of 8am comes *Morning Ireland*, an equivalent of the *Today* programme. The network then plunges downmarket in a way epitomized by *The Phoenix* (Ireland's much funnier version of *Private Eye*): "The serious devotee of RTE Radio 1. Housewife - Superquintus."

What it should think about unmarried mothers from Gaye Byrne... what should it be doing in the garden from Gerry Daly; 'that annoying coloured fluff clogging your Hoover' - an expert answers your queries from Marian Pinucane and what the time is every five minutes from Pat Kenny.

Interrupting this pattern are such programmes as the daily soap, *Harbour Hotel*. With its actors only occasionally sounding as if they are on auto-pilot, this does actually have pace, action and a way of creating outdoor locations that makes *The Archers* sound eggbound. There are other variations. Recently there was a daily hour-long *Retreat for the Sick and Housebound*; at 6pm every day the *Angelus* is rung and then there are the adverts, often harshly out of tune with the programmes they interrupt.

Considering the amazing fact that half the Republic's population is under 25 (and nearly a million are in full-time education), RTE makes little provision for the young - hence the proliferation of pirate radio stations. Radio 2 has its weekly *Poparama* complete with a flutney Auntie Poppy. Radio 1 broadcasts some dramas for children but schools programmes were "axed" over a cup of coffee in the canteen according to Maeve Conway-Piskorski, head of education. School television had been established in Ireland some time before school radio was started in 1975. Then in 1981 the hierarchy simply terminated both in a way that Mrs Conway-Piskorski describes as "scandalous and shameful". As she sums it up, "The operation was a success but the patient died."

Some adult education continues, especially in an hour-long slot on Monday evenings. Experiments in distance learning and series on women's and peace studies are under way. But Mrs Conway-Piskorski fears that Ireland is in danger of becoming a fragmented culture, swamped by imported programmes. "If you're patriotic, you must be carrying an armalite." It is so very insular to want distinctive, national broadcasting?

David Self

BOOK AWARDS 1986

Publishers are now invited to submit entries for this year's TES Information Book Awards. Prizes of £500 will be awarded to the authors of the winning titles, and the judges reserve the right to make a further award of £250 to the illustrator in each case. To be eligible, books must have originated in Great Britain or the Commonwealth between September 1, 1985 and August 31, 1986.

The Junior Award is for a book for children up to the age of nine. The judges are Beverly Anderson, who is a senior lecturer in education at Oxford Polytechnic and a writer and broadcaster; Peggy Heals, library adviser for Berkshire; Tom Devoson, who teaches at John Donne Primary School in Peckham, South London; together with the editor of *The TES*.

The Senior Award is for a book for children aged 10 to 16. The judges are Lesley Bulman, who is an author and head of Kingsdale School, Dulwich, South London; Jessica Savage, who teaches history at Nonsuch School, Cheam; David Self, who is a writer and broadcaster, and author of many educational books; together with the editor of *The TES*.

Four copies of all entries, together with list of titles and details, should be mailed "Senior Award" or "Junior Award" and sent to Vanessa Young, The Times Educational Supplement, Priory House, 21 John's Lane, London EC1M 4BX. It is important that publishers register the category to which books are submitted. There is no limit on the number of entries, but no proof copies can be considered.

The closing date for entries is August 31, 1986.

Jazz buzz

As the much-vaunted "British jazz boom" proceeds apace, it's as well to look back to the absolute beginnings. Jim Cudworth's excellent *A History of Jazz in Britain, 1919-50* (Penguin, £4.95) takes up the story with the first post-Great War visit to the shores of the Original Dixieland Jazz Band and follows it through to the great upsurge of interest that followed another war. Godbolt hasn't produced a more nostalgic handbook, but a long-maligned history that doesn't shut out "style". And, if nothing else, it helps gain a perspective on the current jazz buzz: whereas the ODJB helped the homegrown bands, the richest of the new blood in British jazz is black, turning away for the first time from the rival attractions of soul and reggae.

B Morton

Among this week's contributors:

Roger Knight is senior lecturer in education at Leicester University and editor of the *Use of English*. Sheila MacLeod is the author of *The Art of Starvation* (Virago). Julia Newberger is Rabbi at South London's Liberal Synagogue. Alan Ryan is Reader in politics at Oxford University. John Warren is a lecturer in the department of modern languages at Oxford Polytechnic.

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RESOURCES

BIO TECH

Far from being a peripheral activity in biology, biotechnology now has its own National Centre for Schools. Iola Smith reports

myth that all microbes are disease-ridden germs.

It was the new GCSE Biology criteria which brought biotechnology to major prominence in schools, with the announcement that candidates will have to "demonstrate knowledge and understanding of the personal, social, economic and technical applications of biology in modern society". Biotechnology fits the bill perfectly, and the Southern Examining Group is one of many to introduce the technology formally in its draft syllabus. And it goes further, "in addition to the traditional biotechnology of fermentation, bread making, sewage treatment and vaccination, recent work on cloning by tissue culture, biological control of pests and genetic engineering is also included".

Paul Wymer and his team are helping teachers prepare for this revolution by running in-service training

courses and developing teaching materials. Much of this work is MSC-funded, with groups of seconded teachers in Reading, London and Sheffield spending a year developing a series of training modules. Fermentation, genetics, cell and tissue culture, enzymology and product recovery will be featured, and the materials will include details of the relevant practical work and experiments required.

Independently of the MSC initiative, Paul Wymer has created the first series of 30 biotechnology work cards and teachers' guides for use in secondary schools. Prepared in graded steps for 11 to 16-year-olds, they cover food, health, the environment and the technology's industrial applications. The background, theory and experiments to be used are included and the package is to be published by Macdonald in September.

For Wymer, the subject's great

advantage is its ability to create a more practical integrated Science syllabus, linking for example chemistry, biology and electronics. "As a result," he says, "enzymes are not to be viewed purely as agents of human digestion. Rather, they are seen as biochemical catalysts produced by microbes on a commercial scale with countless applications in manufacturing industry. Similarly, fermentation is not simply a one-off demonstration but an ongoing investigation into CDT-linked fermenter design and computer-controlled scientific monitoring".

Biotechnology's industrial application is particularly appropriate for Industry Year. One of many successful partnerships has been established in Stoke between a teacher and a local vinegar manufacturer, whereby the manufacturing process was scaled down and recreated in a classroom experiment.

Part of the Centre's advisory function includes compiling a national directory of teachers and science advisers who are applying the technology, together with listing industrial and academic publications which are relevant to schools. Its resource room, kitted out with literature samples and fermentation apparatus, can be visited by teachers who wish to extend their experience of the subject. And although cultures are not regularly supplied to schools on demand, some algae and micro-organisms have been provided in the past.

Courses are also run for teachers. The next one in mid July, sponsored by the Department of Education and Science, will incorporate industrial visits, lectures and discussions on incorporating biotechnology into interdisciplinary Science project work.

All the Centre's activities are designed to create a better awareness of biotechnology - a science which will have as powerful a socio-economic effect on society as microelectronics.

Teachers wishing to liaise with the Centre can do so by contacting Dr Paul Wymer at the National Centre for Schools Biotechnology, The University, London Road, Reading RG1 5AQ. Tel: 0734-873743

Listener in limbo

Faber Poetry Cassettes
Ted Hughes and Paul Muldoon; Thom Gunn and Craig Raine; Seamus Heaney and Tom Paulin, £6.95 each
Douglas Dunn and Philip Larkin, £3
Faber and Faber, 3 Queen Square, London WC1N 3AU.

Although he refused to give public readings, Philip Larkin was in fact a fine reader of his own poems, with an acute feel particularly for their ironic inflections. This is one of the voices which can be heard on a series of Faber poetry cassettes, each of which has two Faber authors reading a selection of his own work.

The results, on the two cassettes sent for review, are competent but uninspired, although Paul Muldoon manages to achieve a relaxed anecdotal charm both in his introductions and in his readings.

Ted Hughes, who chooses to represent himself only with work from the mid-seventies onward, re-emphasizes the consensual quality of his work. Craig Raine, approaching his poems like a mountaineer, tends to clamber up to the last word of the line and pause for a rest before continuing the climb; when this occurs in the anonymous unrhymed couplet form he favoured in his early books, the effect is jerky and awkward. Thom Gunn's crisp mid-Atlantic voice, on the other hand, drives through the poems, but without a great deal of variation.

Part of the problem is the fact that the disembodied voice coming at the listener from the limbo of the recording studio lacks the energy and warmth that contact with an audience can give. No recording by a poet of his own work is entirely without interest; but what illumination there is in these comes more from the introductory remarks to the poems than from the readings themselves.

Ashok Bery

Plants of prey



Carnivorous Plants: Guidelines for Keeping and Using Animals and Plants
Published by ILEA, £1 inc p&hp
Centre for Life Studies, Zoological Gardens, Regent's Park, London NW1 4RY.

National Parks and Conservation
Pack of 40 slides and booklet, £13.95
Focal Point Audio-visual Ltd, 251 Copnor Road, Portsmouth, Hants PO3 5EE.

Apart from in the great marquee at the Chelsea Flower Show, I have seen very few collections of carnivorous plants which did not look as if they had been fed something rather indigestible. In the wake of *Carnivorous Plants*, an excellent bargain-price manual from the Inner London Education Authority, there will be no excuse for schools not reaching the Chelsea level of excellence. It not only investigates the natural science of these extreme and interesting plants but, in the course of giving horticultural advice, conveys a great deal more information about the life-style of individual species.

Pitched at a level of serious study which allows an examination of degrees of carnivorousness in a number of different genera, the manual will involve wonder at the differences between species. Although they converge in their means of obtaining nitrogen, they have such subtly different methods of approach. There are the triggered bubbles of the bladderwort, the snapperjaws of *Venus flytrap*. Both of these, however, dissolve their prey directly, unlike the fastidious purple pitcher plant which houses, perhaps even offers encouragement to, certain aquatic midge, mosquito and blowfly larva to lodge in the water in their pitchers. These speedily devour the prey insects and pass the minerals on to the pitcher plant.

New to me was the large number of putative carnivores. The potato, for instance, possesses sticky hairs which trap insects, and an enzyme which is able to digest animal materials has been extracted from potato leaves - though no direct relationship has yet been ascertained. However, many other species, as various as teasel, asplenium ferns, and London Pride, also cause insect fatalities by trapping or drowning them and probably benefit from the nitrogen breakdown of these creatures.

Francesca Greenoak

Robots

ended enough for use throughout the whole age range (though the audio commentary naturally makes it far more restricted). I tried the programmes with Ordinary Level groups and with awareness classes lower down the school - and observed fair interest though little excitement.

The two programmes dealing with the IT revolution in shops and in industry are much the best of the four. They have clear themes and put across their basic concepts and thought-provoking ideas well. (In one word each the concepts are point-of-sale and robots and the ideas are "welcome" and "fun".)

The robot is also the theme of *Computer Change at Home*. With domestic computing having so much potential in so many directions, this is a very strange choice, especially as many

of the scenes pictured are not domestic and many of the ideas are only distantly related to home robotics. Not a mention of Signak, Verbot or robot pets, for instance.

Computer Change in School is similarly strange. No attempt is made to explore how micros are or could be used in learning, let alone in formal education. Instead, the programme provides an almost timeless and sometimes incoherent account of graphics hardware and programming and computer aided design.

Those two last items are voted a miss, therefore, as far as IT exploration is concerned. The first may be of use during work with floor robots while the latter may give ideas to 16-plus students looking for projects. For general IT use at any level the programmes on shops and industry are worthwhile.

Fris Pearson

notes

CHEMICAL GALLERY
As their main contribution to Industry Year, ICI is helping to fund a new Permanent Gallery of the Chemical Industry at the Science Museum. Plans are well advanced for the gallery, due to open in December 1986. It will make extensive use of computer-based displays to explain the chemical industry's development since the 19th century and its contribution to present-day society. It will also explain the pattern of process and product development within the industry and show the place of biotechnology, past, present and future.

MEDIA

Play acting

Nick Baker and Victoria Neumark preview two new series of plays which will offer valuable resources for secondary pupils



SCHOOL RADIO

Drama Resources
"Interplanetary Shuttle" and "Running Away"
Radio 4VHF, June 16, 11.00-11.40am
"Bringing the Script to Life: A Taste of Honey"
Radio 4VHF, June 19, 11.00-11.40am.

These radio programmes to be taped and stored on the drama studio shelf (in a position where English teachers can plunder them, preferably) show what interesting lives drama students in secondary schools can have. They can widen their perspective to look at world problems, then, in the following lesson, narrow down to highly individualized concerns. They can use theatre as social history and social history as theatre.

Starting with world problems, *Interplanetary Shuttle*, for the 11-13 age range, is the story of two planets which could, if they chose to, lead lives of idyllic symbiosis. However, their two leaders are at loggerheads, and a space envoy is sent to mediate. There's plenty of meaty opportunities for role play and extended drama offered here,

with a signpost to the teacher to develop away from the imagined world to specifics about conflicting culture. Lots of options, too, to explore in *Running Away*. Why did the disturbed young teenager go on the run? Family neglect, competition at school from her best friend, depression about the sorry state of the world, brought on by what was for her a sadly mistimed classroom discussion about nuclear war?

What both programmes do is give classes the opportunity to involve themselves in complete narratives, and to go on and explore their consequences in a more general way, guided by their own choice of issues.

I'm less sure that *Bringing the Play to Life: "A Taste of Honey"* achieves its stated object. Aimed at students doing drama examinations, it devotes too much attention to putting Shelagh Delaney's play in a historical context (the Munich air disaster, early CND etc) and not enough time looking at how it actually works today. It's a familiar argument: it took much explanation of a play's significance in its own time is needed, it becomes no more than a period piece. On a more pragmatic level, Elvis hits and plummy

clips of *Look at Life* voice-overs may do more for nostalgic teachers than for their students. What they see is a "semi-whore" mother and a pregnant schoolgirl daughter.

A Taste of Honey still works without a historical gloss, which is why it's so popular in secondary schools. This programme about it is at its best in the interviews with some of the original Stratford East cast, where they discuss the techniques—much in use today—of improvisation and text exploration that went into the first production. Drama teachers may find that there to go on and explore their consequences in a more general way, guided by their own choice of issues.

However, in the notes (as in the programme) there's also a flirtation with lit crit which offers no help in bringing the play to life. Much is made of the critic Micheline Wandor's view that the play anticipates feminist theatre of the seventies. Maybe it does, but this information is as likely to give today's students practical insight into the play as telling them what was top of the hit parade in 1958.

NB

SCHOOL RADIO

Teenage Plays
Radio 4VHF, June 16-20, 2.00-3.30pm
Teachers' notes available; enquiries to School Radio on 01-926 4875.

It's the endless stuff of work with teenagers—football violence, contraception, the generation gap in one form or another, but this series of 15-minute plays is surprisingly good. The scripts are a lot tighter and more true to life than usual. The acting is sharp and the audience of comprehensive school teenagers provides the tension, exploding in embarrassed laughter.

Radio 1 DJ Janice Long presents the show in a down-to-earth way. This is far more effective than the pseudo-clinical approach of the BBC's previous series on sex education or the boring slog of many of the work introduction courses.

There are five plays in this season. *Get a Job!* looks at work versus Youth Training Schemes from the teenager's point of view. *Battle Lines* deals with football hooligans. *Stand Up and Be Counted* with sticking up for your beliefs. *End of the Road* with living with an elderly relative (a brave and useful choice of subject), and *On the Pill* confronts the ever-thorny parents and teenage sexuality.

The programme makers suggest that these plays be used for any number of lessons, from moral education to drama, from life skills to personal and social education. Whatever one likes to call the sort of discussion which arises from them they make a valuable addition to the experience of teenage school children.

The same cast of characters, set in a Northern town, make up all the stories, and the treatment of the issues has the directness that children themselves use. "It's war, Sand," says our football hooligan hero. "You think I'm a nut," says his girlfriend to her parents. In contrast, the discussion on the air afterwards is more low key and hesitant, but there is no doubt that the messages strike home, including perhaps the most important underlying one, that behaviour can be changed, we can control what we do and how we think—and one way to do this is to talk about it with others.

To be successful this sort of work takes enormous tact and a teacher who is open to what the individual is saying rather than his or her preconceived ideas about the subjects under discussion. These plays provide exactly the right stimulus to begin.

VN



Material affairs

SCHOOLS TELEVISION
Textile Studies
BBC2, April 22-May 22.

A mechanical cutter descended on a thick swath of cloth, a hand wearing a metal mesh protective glove guided the guillotine. The cloth was being cut as it would be in a factory but the shapes were letters and the letters formed words: *THE RIGHT STUFF*. The first lesson in *Textile Studies* had been absorbed.

Keith Chegwin chirpily guided us through a welter of textile history aided by child actors. "My clothes are brightly coloured because I'm rich and I can afford the best natural dyes." The drabness of the poor seemed to indicate that the right stuff was the only stuff for the majority.

The programme really took off with an investigation into industrial clothing. It was clear that designerwear in this area could be both practical and stylish.

Clothes Talk examined the opinions of young people as they discussed clothing in photographs they had taken of their friends. They were asked to embark on a project, with £30 each they would design and make, or buy, clothes for a wedding party. They shopped, selected, and some were fitted by their mothers who seemed to have been lumbered with the task of making up the garments. A faster parade watched by rag trade luminaries and members of a school leavers' criticism, mostly complimentary, of the realization that the male parent-macraed and rugged had more modesty than his female counterpart. Not so much to learn here as a crisp costing and the ability to finish a project, but great fun for all who took part.

Children's clothes and boy's wearly successful designers were shown in *Fashion Makers*. Designing was done a year in advance, orders were placed in fashion shows. The Board of Trade would often sponsor; this was the real stuff. The separation of the various skills was shown within small but extremely successful workshops.

A sneak preview at which the danced to "The Teddy Bear's Picnic" was clearly aimed at mothers who in the nineteenth century, smiling down on demure and innocent offspring in dainty attire. "Have you any favourite clothes?" a small male model was asked. "No," he replied, "I think they're all the same." However, the little girl's approach was shown in the boy's wear by a designer firmly in the present. Information was given on the fabric choice, knitwear designs and the use of computer screens for the selection of colour schemes. The boy models were enthusiastic and they looked relaxed and comfortable in their attractive clothes.

Unfortunately it was not possible to catch the names of the designers and rag-trade figures. Prints of their names as they spoke would have been of interest.

Rettv Tadm

General Interest

JUST SAY NO

(Friday, May 30, 17.35 BBC1)
The "Grange Hill" kids go on a visit to the United States as part of the nationwide anti-drug campaign. This programme records their experiences in their own words.

INTER UNUS

(Thursday, 11.00 BBC2)
This modular series for secondary pupils ends with items on what German youngsters like to do, what they like to eat and what happens when they're ill.

IN THE NEWS

(Thursday, 11.05 VHF4)
Frank Partridge presents a programme

THINKABOUT

(Mon 11.22, Thurs 9.58 BBC2)
What's it like to spend your holiday on a barge? Sally takes some five to seven-year-olds for a few days on the canal.

VOIX DE FRANCE

(Monday-Friday, 00.30 VHF4)
Programmes for sixth-form students feature interviews with modern authors, opinions on French education, life in Paris and 'le troisième âge' with the final programme left open for discussion on topical issues.

SCENE

(Wed 11.40, Fri 14.00 BBC2)
"What does money matter?" looks at the differences between two Liverpool youngsters, one out of work and the other comfortable in the family firm.

BELIEVE IT OR NOT

(Thurs 10.28, Fri 11.44 ITV)
A new programme shows the life of a boy chorister in a cathedral choir school. Eleven to 13-year-olds see how the music of the church is interwoven in daily living.

WAVELENGTH

(Thursday, 11.30 VHF4)
"It Takes Guts" puts across the reality of being young and disabled, showing how the handicapped have to work much harder than others to achieve their ambitions.

MAKE UP YOUR MIND

(Thursday, 14.40 VHF4)
Dr Adam Lawrence, director of the John Hunter Clinic and Tony Whitehead of the Terence Higgins Trust take part in a discussion on how to limit the spread of AIDS. Teachers are advised to preview the programme for its suitability.

briefings

radio & tv

For schools

STOP, LOOK, LISTEN

(Monday, 9.47 TV)
A new programme for seven to nine-year-old slower learners follows a group of children as they spend the day playing the part of Victorian children at the Museum of Childhood in Sudbury Hall, Derbyshire.

4

Titles Available For Recording From Sunday 1 June 1986
Approximate Transmission Times.

Sunday 1 June
11.15 The Business Programme For Code F
1.15 People To People, The Week They Say Is Mine For Code C
Monday 2 June
10.00 Open The Box For Code E
Tuesday 3 June
3.30 Nature in Focus - Repeat For Code B
Wednesday 4 June
9.30 Business - War and Peace - Repeat For Code C
9.40 Diverse Reports For Code B
Thursday 5 June
9.40 Diverse Reports For Code F
Friday 6 June
8.15 Business For Code C
10.30 L'Eclair - A Minute of Creative For Code C

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ENDPAGE

Industrial revolution

Government and industry have joined forces to fund a research project which creates an industrial context for microelectronics in schools. Ian Downie reports



In recent years pressure has increased on schools to respond to the challenge of new technology and to introduce an element of microelectronics into the curriculum. Unfortunately, in Scottish schools, the main emphasis has been on the software/microcomputing side, with much more limited support for the scientific and engineering aspects of microelectronics.

There has been a growing awareness that science and technical teachers will require a high level of training and support in order to help plant the seeds of microelectronics in the school curriculum. One result of this awareness has been my own appointment as SSSERC Research Fellow in Microelectronics Applications for Scottish secondary schools.

The SSSERC (Scottish Schools Science Equipment Research Centre) Research Fellowship is a two-year project, funded by central government and industry. Its main aims are directed at encouraging and supporting open-ended project work in science and technology in schools. The primary output of the fellowship is a series of monographs on microelectronics. Two copies of each publication (one for Science, one for Technical Subjects) are provided free to each Scottish state secondary school.

Distribution costs are met by the Scottish Curriculum Development Service (SCDS). It is perhaps a sad reflection of the time that this is the only source of finance for the project from the educational purse. The bulk of the expenditure has been met by the Industry Department Scotland, with substantial contributions by British Petroleum and Bristoll. The educational suppliers Philip Harris and Griffin and George have been generous in providing computer equipment. Probably the greatest attraction of the project to the major sponsors was that it was designed from the outset to provide an industrial context to microelectronics in schools.

To this end, I have visited some 30 firms and organizations throughout Scotland in an attempt to identify industrial and commercial applications of microelectronics that could be adapted to the school situation. However, a major spin-off has been an exchange of views between the industrialists and myself on the way in which microelectronics should be tackled in schools.

Three publications have so far been produced in the series, and it is planned that another two will be published before the project ends in August 1986. The subject of SSSERC Memo 1 is constructional techniques; it is a primer and reference source for teachers and students who wish to convert theoretical circuits into working hardware. In the second monograph, SSSERC Memo 2, a specific application (that of the logging of the speed of a bicycle) is used to show how

a design brief can be turned into a practical circuit. The application is closely tied to industrial practice, being a simplified version of a system used by the North of Scotland Hydro-Electricity Board to log environmental data for wind and water power schemes. SSSERC Memo 3 extends the scope of the data logging system to temperature measurement, once again bringing in a number of examples to provide an industrial background.

The monographs deliberately set out to show the scope of what is possible in microelectronics, and are not constrained by the need to present only material of immediate, direct use in the school curriculum. This is partly a result of the minimal amount of electronics that currently appears in Scottish secondary syllabuses. However, the main reason for trying to push out the horizon has been to persuade teachers and those who control the educational purse strings that microelectronics deserves an important place in any future curriculum.

Before tackling the question of how to approach the teaching of microelectronics, it is important to discuss why it deserves a place in the school. One overriding reason for exposing pupils to microelectronics is that it can provide a type of learning that cannot otherwise easily be achieved. In most science teaching, scientific rules and

possible for pupils to be placed in a series of "microworlds", each with its own set of rules. The students can perform simple tests to ascertain these rules and can use them to predict future behaviour and design practical devices.

It can be argued that this is also true of science teaching in which "discovery" learning is used. However, in practice, examination syllabuses and timetabling considerations mean that most science teaching takes the form of "guided heuristics", with the teacher carefully controlling the experimental conditions. The importance of the "right answer" is paramount, since the experiment is often designed to highlight a particular syllabus topic.

While it is quite possible to construct courses in microelectronics along the same lines, it is equally possible to move the emphasis away from content and towards learning processes. Such a move may not be popular, since it is arguably much more difficult to examine, especially through the medium of the external, written examination.

Teachers may be wary of any scheme that encourages pupils to form their own working models of the system under investigation, especially when such models are seen to be temporary, to be discarded when their limitations are reached. In most science teaching, scientific rules and

models are often seen by pupils as rigid and never to be questioned.

In any problem that rises above the trivial level, there is a great diversity of possible solutions. For example, one of the favourite applications found in many elementary electronics courses is the control of the sequence of a set of traffic lights. There are several different ways to do this with hard-wired digital logic. At the other extreme, it can be carried out completely in software, controlled by a microcomputer. In between, there are various methods of using memory devices such as RAM (random access memory) or EPROM (electrically programmable read-only memory).

Most practical applications of microelectronics can be implemented in a similarly large variety of ways, each with its own advantages and disadvantages. There is no single "right answer"—each case must be looked at in terms of design and engineering criteria, such as cost, complexity, ease of use, flexibility and reliability. Pupils can be encouraged to engage in an interactive, design-evaluate-modify process until they produce an acceptable solution.

How is the classroom environment to be managed in order to encourage this way of learning? The teacher must learn to accept that pupils can know more than he or she does.

The role of the teacher must change from that of giver of knowledge to project manager. Pupils should feel they are actively learning rather than passively being taught; to this end, a wide range of support material should be provided. However, it is essential that pupils know how to use the available resources; in this area, there is no substitute for old-fashioned teaching.

By concentrating in this way on teaching techniques rather than facts, the teacher can give pupils the means of finding the information needed to solve a problem. Pupils who have been taught to use component data books and have practised extracting relevant information from them can go on to use the books to help them solve more complex problems. The important thing is to use a variety of teaching techniques aimed at helping students to build on their previous knowledge without providing all the detailed information they will need.

Where possible, the tasks set for the pupils should be problem-oriented, and should be seen by them as relevant. There is much scope here for liaison with local industry, though the difficulties of setting up school-industry links should not be underestimated. Students may be able to visit factories to see examples of microelectronics in use. Indirect benefits include opening the eyes of teachers and those in industry to what goes on inside the factory or school and giving pupils a flavour of the working environment.

Microelectronics is an exciting, new area in education. It appears to be intrinsically interesting to children and much of its subject matter is easily absorbed by quite young children and by those conventionally considered as below average ability. This is especially true where they are given the opportunity to try things out for themselves so that there is a direct link between their actions and the behaviour of the system. Parents are keen to have their children take microelectronics; they have the impression that a knowledge of new technology will have an influence on future job prospects. Industry has many, diverse needs, but it is certainly true that flexibility of thinking and a lively, open mind are especially valued attributes in candidates for technical places.

The danger is not that microelectronics will not appear in the curriculum, but that it will be stifled by unimaginative teaching and by the constraints of the examination system (there may be some connection between these two). A major effort is needed, first to show teachers how to use microelectronics to provide their students with a unique learning experience and second to give advice and support to project work. The SSSERC project has gone some way towards this—it is to be hoped that future developments will continue the task.

A future in broadcasting?

John Floyd on the need for television training courses in the formal education system

recognized by the film union, the ACTT.

Although many graduates from these courses are highly trained, they often experience considerable difficulties in taking up their careers without the elusive ACTT union card. And in any case the number of available places on the above courses is declining, taken as a whole.

The BBC and IBA companies also undertake training for persons wishing to enter into the technical areas of broadcasting. These are probably among the best courses available. Thames Television particularly has a progressive recruitment policy and ensures that applicants are selected on the basis of equal opportunity. It is far more pragmatic than most in its assessment of formal qualifications.

Unfortunately, however, the number of available training places in the BBC and IBA companies has declined

dramatically in recent years. The blame for this rests partly with the decline in advertising revenue in the IBA companies, which has resulted in cutbacks, and the steady stream of experienced personnel drifting in from the BBC has turned into a trickle, so that the BBC is no longer having to recruit as many new trainees as before.

The demise of the National Broadcasting School two years ago further contributed to the dearth of training opportunities. So how are matters likely to progress in the future?

The development of new technologies and the growth of the independent sector have placed considerable pressure on the Government to deregulate the broadcasting industry.

The ACTT have begun to realize that their survival depends on renegotiating agreements and practices to fit the changing requirements of the

industry and their membership. They have also recently inaugurated their own training programme, called "Job-fit", which intends to train 12 people in the first year, while paying them a substantial allowance.

The need for training for the broadcasting industry is evidenced by the mushrooming of private tuition companies offering to teach studio operations for enormous sums of money. Surely it would be more appropriate for this to be undertaken by the formal education system?

The most significant response to the changes in the industry has been the revamping of old diploma courses and a number of new ones by the BTEC council, who now offer a selection of National and Higher National Certificates in audio-visual subject areas as diverse as software design, and film and television production. About 23 colleges now run

courses which fall into this area.

These courses have largely grown out of either design-based departments or engineering departments and they represent a unique opportunity for those of us involved in further education to reappraise our relationship with industry and to divest ourselves of the old prejudices which have existed not only between industry and education, but also between designers and technicians.

In Britain, the hegemony between designer and technician has always been simply an idea, one which we have inherited from a 19th-century notion of division of labour. We tend to think of design and engineering and the people who practise these disciplines being as different as chalk and cheese. We now have the opportunity of planning educational curricula with an innovative vocational content, which is indeed a rare opportunity in education. It would be very foolish to allow ourselves to fudge the issues as we did in the 19th century, when British notions of industrial design education were not put into practice (even, until European countries like Germany had already formulated them into a design movement which led the industrial world).

Classified Advertisements

Index to Appointments vacant, Wanted and other classifications

Appointments vacant

Nursery Education

Other Appointments 28

Primary Education

Headships 28

Deputy Headships Senior Master/Mistresses 29

Heads of Department 30

Scale 2 Posts 30

Remedial and Special Needs Teaching Posts 33

Scale 1 Posts 30

Middle School Education

Remedial and Special Needs Teaching Posts 33

Craft Design & Technology 33

Geography 33

History 33

Modern Languages 33

Music 33

Pastoral 33

Physical Education 33

Other than by Subjects 33

Secondary Education

Headships 33

Deputy Headships Senior Master/Mistresses 33

Remedial and Special Needs Teaching Posts 34

Art and Design 34

Classics 47

Commercial Subjects 47

Computer Studies 48

Craft Design & Technology 48

Economics & Business Studies 50

English 50

Geography 52

History 54

Home Economics 54

Humanities 54

Mathematics 54

Modern Languages 56

Music 58

Pastoral 58

Physical Education 59

Religious Education 60

Rural Science 60

Science 60

Social Studies 62

Speech and Drama 62

Technology 63

Other than by Subjects 63

Classics 65

Computer Studies 65

Craft Design & Technology 65

Economics & Business Studies 65

English 65

Geography 65

History 65

Home Economics 66

Mathematics 66

Modern Languages 66

Music 66

Pastoral 66

Physical Education 67

Religious Education 67

Science 67

Speech and Drama 68

Other than by Subjects 68

Preparatory Schools

Headships 68

English 68

History 68

Mathematics 68

Music 68

Physical Education 68

Science 68

Social Studies 68

Other than by Subjects 68

Colleges of Further Education

Directors and Principals 69

Heads of Department 69

Other Appointments 70

Independent Schools

Headships 64

Art and Design 64

Polytechnics

Other Appointments 72

Primary School Education

Headships

AVON COUNTY

TRINITY CE VC PRIMARY SCHOOL

Littleton Drive Lane, Acton

Church, Badminton, Avon

GL15 5JG

Applications are invited for the Headship of this school

in accordance with

Group 1

Vacancy from 1st September

1986. Further details (see

please), and application form

(returnable by 15th June

1986) from the Director of

Education, Avon House

North, PO Box 67, St James

Barrow, Bristol BS99 7BS.

Applications are invited for

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PRIMARY EDUCATION

continued

HARROW

EDUCATION COMMITTEE

MARLBOROUGH FIRST AND

MIDDLE SCHOOLS

Harrow Hill, Harrow

Tel: 01-867 3087

Required for September

1986, a teacher to work with

young children in the first

school. Applicants should

have a thorough understand-

ing of modern primary prac-

tice and be committed to

multi-cultural education.

Outstanding London Allowance

payable.

Application forms and

to be returned to the Head-

teacher by 11th June 1986

on a separate SAE (110022)

Harrow is an Equal Oppor-

tunities Employer. (06531)

HEREFORD

AND WORCESTER

COUNTY COUNCIL

BROMYARD, ST. PETER'S

PRIMARY SCHOOL

Bromyard, Herefs. HR1 4BQ

(11-11)

Required from Septem-

ber 1986, a teacher to take

charge initially of 2nd Year

Infant class (Scale 1). Per-

son seeking first and second

stage experience. Willing-

ness to extend their present ap-

pointment or person wishing to

extend their present appoint-

ment. Please state particu-

lar interests.

MALVERN LINK C.E.

PRIMARY SCHOOL

Cromwell Road, Malvern

Link, Worcs. WR14 1NA

Assistant Teacher (Scale

1). Required for September

1986, to work at first with

reception class. Conversant

with Pictogram and Infant

computer programs. Ability

to play the piano an

advantage. Regular com-

municant member of Church

of England.

CHAWORTH FIRST SCHOOL

Wick Road, Droitwich

Required from Septem-

ber 1986, a teacher to take

charge across the 3-5

age range. Recent experi-

ence with top infants or

senior infants essential.

Please state state particu-

lar interests.

HEREFORD

PRIMARY SCHOOL

Prospect Hill, Leavelly,

Herefordshire HR1 1NQ

Qualified and experi-

enced Nursery/Infant

Teacher required. Full

manages duties from Wednes-

day 8.30 to 3.00 p.m. on

Wednesdays. Salary

Scale 1. Applications

to be sent to the Head-

teacher by 11th June 1986.

The school has an active

P.T.A.

Completed application

(forms should be sent to the

Headmaster before 11th

JUNE, 1986. Please

enclose S.A.E. with

applying for Application

Form.

The interview will be at

the beginning of July.

Please note candidates will

only be interviewed if they

are invited for interview.

HEREFORD, TRINITY

PRIMARY SCHOOL

Barnham Drive,

Hereford HR4 0NU

(N.O.R. 500)

Required from Septem-

ber 1986, a teacher to take

charge of 1st and 2nd

Year classes. Please state

special interests and abili-

ties. The school has an

indoor and outdoor rec-

reational facilities, indoor

swimming pool.

HEREFORD, HUNDERTON

INFANTS SCHOOL

Hundredton Road, HR2

7JF

Required from Septem-

ber 1986, a teacher to take

charge of 1st and 2nd

Year classes. Please state

special interests and abili-

ties. The school has an

indoor and outdoor rec-

reational facilities, indoor

swimming pool.

Application forms and

further details available

from the Headteacher at

08.5.86 (04050) 110022

HEREFORDSHIRE

PEARTREE SPRING INFANT

SCHOOL

School Close, Stevenage SG2

5TY

Tel: 03-4917

Head Mrs. J. Fielding

Required for September 1986

a full-time teacher to take

charge of 1st and 2nd

Year classes. Please state

special interests and abili-

ties. The school has an

indoor and outdoor rec-

reational facilities, indoor

swimming pool.

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able from the Headteacher

at 08.5.86 (04050) 110022

HEREFORDSHIRE

NASH MILLS C.O.F.E. J.M.I.

SCHOOL

Belvedere Lane, Hemel

Hempstead

Required for September 1986

an Assistant Teacher Scale 1

to take charge of 1st and 2nd

Year classes. Please state

special interests and abili-

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Application forms are avail-

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NASH MILLS C.O.F.E. J.M.I.

SCHOOL

Belvedere Lane, Hemel

Hempstead

Required for September 1986

**HIPPERHOLME &
LIGHTCLIFFE HIGH
SCHOOL**
Stoney Lane, Lightcliffe,
Halifax HX3 8TD
Required from Septem
1986 for 2nd

Application forms for further details obtainable on receipt of foolscap 11 from the headteacher whom completed for should be returned by June, 1986.

COUNTY COUNCIL
EVERHAM HIGH SCHOOL
Four Pools, Everham
Required from September 1986

of Art with special responsibility for the teaching of Ceramics. This is a good opportunity for a College leaver, but a course more experience

HERTFORDSHIRE

With a background in the film business, Mr. Smith is a teacher of ART (Sketching) and is a member of a team of four instructors who will know how to present well known and high standards.

Mr. Smith is looking for a man with profound understanding of the subject who will be able to teach on a wide range of visual subjects, including the whole range of the visual arts, including the large and small forms. Whilst there is a opportunity for specialization in such, it might be of advantage if the applicant has a background in the following: Photography, Print Making, History of Art, etc. well

HERTFORDSHIRE
ST. MARY'S HIGH SCHOOL
CHURCH OF ENGLAND
Churchgate, Chesham, Herts.
ENH 91D

GROUP 10
All-ability School 850 Pupil
Boys & Girls 11-18)
London Fringe Allowance
Payable
Required for September 11
- a TEACHER OF ART (and
1) to join a very successful
and well equipped depart-
ment.
Printing and Drawing
and 'A' level

Applications are welcomed from suitably qualified people regardless of their sex, marital status, race, religion, colour or disability. 153

Apply by letter with c.v. to the Headmaster as soon as possible. Closing date: 15th November 1964. Warwickshire

Warwickshire
-opportunities-

Assistance with re-
penses is given in appr
ies.
Applications by letter
a first instance

the Head of the (please) to whom forms should be returned
9th June, 1986.
Humberstone County Council
Humberstone

Drawing by a young participant in the HEC Primary Project

Catching them young

Doreen Massey outlines the HEC Young People's Programme

social and/or health education; the number of teachers attending in-service courses in this area is increasing, although teacher action has clearly influenced that impetus. We estimate that upwards of 15,000 teachers are trained annually through HEC projects and through TACADE (Teachers' Advisory Council on Alcohol and Drug Education), which is core-funded by the HEC; just over half of all secondary schools have a coordinator for health education; about one-third of primary schools have written programmes for health education; about 40,000 teachers

These figures are encouraging, but we would aim to have every project

evident in every l.e.a., a coordinator in every school, a programme in every school and much more explicit health education in the non-school sector in the next five years. Given support from HMI, l.e.a. advisers and education officers, parents, teachers and

tion officers, parents, teachers and students, this goal should not be too unrealistic. However, in times of financial constraint at national, local and institutional level, this area of the curriculum may suffer; it is not, generally, examined, its effects are often

difficult to evaluate and it may be seen as a marginal area of the curriculum. We also need to be aware of the place of health education, in whatever guise, in new initiatives such as CPVE, TVEI and new examination syllabuses.

Many of our 22 projects for young people are already being disseminated	
of things to come	42
in Health, Hygiene and Safety	42

approach	43
ation	44
for primaries	45
education for parenthood	46

support teaching and many I.e.s.s and individual schools are examining their policies on, for example, smoking and nutrition. The school environment conveys messages which can enhance or contradict teaching about health. Policies and curriculum can be influenced by school governors, parents, medical and other professionals. Importantly, some projects which have involved parents have shown favourable changes in health behaviour (eg in giving up smoking) in parents as well as pupils.

- 7 The encouragement of HMI, i.e.a. advisers and school governors is important. An enthusiastic head-teacher or principal can have a dynamic effect on the growth of health education, particularly if a skilled coordinator is involved.
- 8 Race, gender and class affect health knowledge and behaviour. Many studies point this out very clearly. Effort needs to be invested here in terms of teaching material, in-service training and negotiating with concerned groups and individuals to remedy this situation.
- 9 Low initiatives in vital and networks of health professionals such as HEOs, school doctors and school nurses, and other professionals such

as teachers and social workers can nurture health education. Community groups also have a vital role. In some L.C.A.s, local groups of teachers have formed support groups. Many schools and local Health Education Units have produced teaching materials, often adapting major projects to correspond with local needs. National curriculum projects can remain unused or badly used unless local training and back-up is encouraged.

9 High visibility for health issues - eg through campaigns, the media and so on, can raise awareness and put health on the agenda at both local and national level. This may act as a catalyst for health education in

continued

Two important new books that give you complete courses tailored to your pupil's needs.



Using esteem building, decision making and discussion type activities **Greater Expectations** helps you provide really effective courses. The approach is developmental and many teaching techniques are covered to give you a flexible approach.

Taught Not Caught and Greater Expectations prepare pupils to make informed choices about their lives and their futures.

Both books provide lesson plans, photocopiable activities and a complete section on resources to help you plan the best course for your pupils.

Taught Not Caught and Greater Expectations cost £9.95 each, and are available on sale or return direct from the publisher.

LDA Learning Development Aids
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(0945) 63441

Workshop workout: the OU Family Life project	36	TACADE: the shape of things to come	42
Health and physical education project	36	New AEB basic test in Health, Hygiene and Safety	42
Teaching human genetics	37	A joint authorities approach	43
Liceline: a report on headlice	38	Traffic safety education	44
Sex education - where do we go from here?	40	Good Health series for primaries	45
Child abuse: breaking the web of silence	41	Holding the baby: education for parenthood	46

EXTRA

Catching them young *continued*

schools and colleges etc. and can be harnessed to long-term educational strategies.

10 Many young people reject physical education because it has rejected them through an undue emphasis on the competitive element and a failure to meet their needs. One of our projects encourages teachers to develop a health and fitness concept of physical education. Pupils, under this concept, might be helped to look after their bodies and enjoy physical activity. This is particularly important in view of the dangerously low levels of physical activity amongst very many children.

11 Evaluation and assessment in health education need careful consideration. First, we need to know what we want to evaluate and why. It is not enough to assess the success or failure of health education on the number of teaching packs sold, for example, or on crude measures of behavioural change.

Perhaps the only valid assessment of behaviour is that which is done by individuals on themselves. We therefore need to develop strategies for self-evaluation and assessment, based on personal achievement. This is being done in many areas of the curriculum, including personal and social education. A "health" component could be developed.

Health education has sustained its momentum over a number of years. We now need to review the position in the light of new perspectives and challenges. The Young People's Programme at the HEC would welcome comments and enquiries.

Doreen E Massey is Assistant Director: Schools and PE, the Health Education Council.

Here's health

The Open University's Department of Health and Social Welfare has a range of courses and study packs for the caring professions.

Among them are "A Systematic Approach to Nursing Care" and, in the pipeline, "Education for Health through Primary Health Care" which deals with coronary heart disease, substance abuse and mental health in the elderly. The first of these three study packs appears in January next year.

For the general public, study packs include "Health Choices" and "Healthy Eating" sponsored by the Health Education Council. Details are available from Learning Materials Service Office, Open University, PO Box 188, Milton Keynes, MK7 6DH.

Less than 30 per cent of children take any physical exercise outside school, according to a recent survey carried out in six large comprehensive schools in the West Midlands.

Details of the survey have been sent to every secondary school in Britain in a leaflet outlining the Health and Physical Education Project which is being carried out by the Department of Physical Education and Sports Science at Loughborough University. The aim is to shift PE from having an "undue emphasis on competition to a greater focus on health".

Since exercise is generally accepted as a significant factor in a healthy lifestyle, it is clear that PE should play a vital part in the school curriculum. Hence the Project has been funded for two years, starting last September, by the Health Education Council in conjunction with the Physical Education Association of Great Britain and Northern Ireland. PE advisers have been closely involved throughout.

"Like the public as a whole, teachers are already aware of the links between physical exercise and health, so the Project has come at just the right time", says director Len Almond, lecturer in the Department of PE/Sports Science at Loughborough.

"Physical activity is an opportunity for people to feel good. It has a number of beneficial effects on the body and can have an important impact on psycho-social behaviour. It is also therapeutic."

Workshop workout

Gillian Thomas reports on the latest phase in the OU Education for Family Life project



Everyone became aware that personal attitudes are inextricably linked with professional ones.

pram was placed last by most.

We then discussed our choices back to another pair before reporting back to the group as a whole. There was of course no "correct" order, individual preferences having largely been influenced by the area in which people worked.

The sessions proceeded with everyone working in different pairs each time and becoming increasingly willing to volunteer opinions and reveal attitudes on a variety of personal and social topics.

For instance, we had to write down the three things we most liked about our childhood. In my case, they were holidays, Christmas and going home from school at lunchtime. Interestingly, these proved to be very similar to many others' highlights. By contrast, some picked on my pet hates. In this way we were getting to know each other better and better and forming a distinct picture of family backgrounds.

Having been on the receiving end of the discussion-led technique, I began not only to grasp what lay behind the approach but to appreciate that courses based on the OU material are by no means unstructured, despite their informality. For though the packs have purposely been designed for use in a wide variety of teaching situations, from primary school to adult education and counselling, every course has to be tailored specifically.

In the same way, particular subjects were chosen for the workshop, in order to familiarize participants with the material while allowing us to examine our own relationships in the intended way.

As well as photographs, we also used sets of short texts, poems and prose (for example, extracts from *The Secret Diary of Adrian Mole*, on familiar childhood themes. They were chosen by the OU research team as the most suitable following experiments with a wide variety of others. These too had to be put in order of preference with a partner - and our mutual decision explained.

In the main, however, the packs use few extraneous resources. Basically they outline areas of discussion in a strictly controlled order. Thus the workshop format certainly proved to be the best way of introducing their contents and the special techniques required to apply them in the classroom.

Participants were also invited to attend the tutors' own "de-briefing" session afterwards, which was also very helpful, in enabling them to see how any unexpected problems were overcome.

HEC funding is available for a further two years to help schools and those involved in training to use the material. With its special approach the teachers obviously cannot realistically be expected to simply buy the packs and hand them out to their pupils as they would a textbook.

L.e.s.s who have worked on their development are naturally in the forefront when it comes to in-service training which ideally will adopt the new form of workshop.

In Birmingham where Diana Harrop, the General Inspector, is a staunch advocate of personal and social education, a group of teachers is already working on ways of introducing family relationships as a curriculum subject, particularly involving parents.

"Such a vital element in every child's education should not be confined to girls doing home economics as is so often the case," she says. "And since boys must be involved too, the question of options is crucial."

Dave Bradie, headmaster of Leamington Junior/Infant School, Birmingham, who attended the workshop as a member of Birmingham's working group, found it a useful introduction to how such issues could be tackled in school, though he thought the material was more relevant to discussion on relationships than to family topics.

Everyone also became aware that personal attitudes are inextricably linked with professional ones.

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"Family Lifestyles" and "Childhood" packs cost £10 each from Learning Materials Service, Centre for Community Education, PO Box 188, Milton Keynes MK7 6DH. Further information regarding dissemination from the Education for Family Life Project, School of Education, the Open University, Walton Hall, Milton Keynes MK7 6AA.

Apart from formal sports, children are less active than they used to be for a variety of reasons. Radical adjustments are clearly necessary if they are to be persuaded to take more exercise and become fitter. Stephen Paine, the HEC coordinator who initiated the Project, points out that, thanks to the motorcar, they walk less; parents discourage cycling because of the traffic; and games in the street or park become fewer ball games and are increasingly discouraged to run and chase in the playground because these are regarded as potentially dangerous.

All this is exacerbated by the deteriorating state of the juvenile diet, so the need for more health-promoting exercise is acute. Otherwise who knows what problems are being stored up for the future?

Newsletters are being produced regularly to keep teachers abreast of the Project's developments; they provide general background information on health and fitness (£7.50 for a series of six from Fiona Dowling, Dept. of Physical Education, University of Technology, Loughborough, Leic. LE11 3TU. Tel: (0509 234488).

The Physical Education Association is organizing a practical workshop on health-based physical education at Loughborough on 4 June. (£10 or £5 for PEA members; details from PEA, 162 Kings Cross Road, London WC1A 9DH.)

Health and Physical Education

Report on a new project by Margaret Harrison

"For all these reasons we are promoting the quality of people's lives through exercise. Hence we are engaged in a vital process of education. Our task now is to sensitize the profession to the implications of a different focus in PE. We must also produce resources urgently and initiate in-service training." According to Len Almond and his team, undue emphasis on competitive sports can lead to a disproportionate amount of the teacher's time being devoted to a comparatively elite group. This can be detrimental to the other children in two ways. First, there is less teaching time available for them; second, the teacher himself will have less energy left to give them as much attention.

Yet, the least sporty children are of course likely to be precisely those who need to be encouraged most to take physical exercise and to become enthusiastic about it. Clearly those with a sporting bias already enjoy it anyway.

This approach has not been well received by the strong competitive sports lobby, including the Central Council for Physical Recreation.

However, as Mr Almond stresses, the two are by no means mutually exclusive. Indeed the fully endorsed the

desirability of competition, though wonders whether intensive coaching should be so concentrated on school. He also points out that the subject is supposedly taught by "physical education" teachers, not "sports" ones.

The first resources to emerge from the project will be a series of booklets. Their aim is to help teachers take a critical look at the way in which health-promoting activities can be organized in particular areas of PE. They will include background information for teachers to draw on, while exploring the children's attitudes to exercise, lifestyles and diet.

Fiona Dowling, the Project Officer at Loughborough, is working with a group of teachers and health specialists on the material which will be piloted in 36 secondary schools across six L.e.s.s in the autumn.

"For example, swimming, athletics, gym and dance are all activities which lend themselves to a health focus," she said. "However, the presentation requires careful scrutiny to ensure that pupils recognize that the teacher is making a focus on health."

The team is also working with the teachers who are developing GCSE and TVEF modules for courses on

physical life skills. Personal education in physical education, health-related fitness and health studies. A number of local authorities already have some in-service training in these areas.

Computer-aided resources for practical work are also being considered. For example, programs could help pupils to analyse things like their weekly diet or the amount of energy they use when cycling.

At primary level, Mick Mawer and Mike Sleep, lecturers in the Department of Education at Hull University, are working on an integrated PE course similar to the HEC's "My Body" material. Activity-based projects, games and puzzles will be linked to physical activities, while at playtimes children will be encouraged to take part in vigorous activities such as skipping and playground games.

In the longer term, the Project team hopes to produce a health profile incorporating items on fitness. It will be aimed at parents to encourage them to be more involved in their children's health and behaviour. In this way they would be made aware of the new emphasis on health within the school's physical education department.

Basis for informed choice

Margaret Jervis on teaching human genetics

Advances in genetics in recent years have made the prevention of many hereditary incurable diseases a practical possibility. Genetic counselling services, ante-natal screening and pre-natal diagnosis are now widely available and only recently the gene responsible for cystic fibrosis was identified creating the possibility of its eradication.

The implications of this growth of understanding in terms of the future prevention of many common distressing diseases are enormous and, together with the development of genetic engineering, pose many far-reaching questions as to how far we can and should determine the quality of human life.

In the prevention of hereditary disease, knowledge of nature, cause and probability are key factors in enabling clients to make crucial decisions affecting their lives. Yet clients at genetic counselling sessions are often ill-equipped to assimilate and remember the information given, lacking the basic biological reference points necessary to gain an adequate understanding of the issues they face.

In North America, concern about the shortfall between the practical advances in genetics and public awareness has led to a greater emphasis on teaching human biology in schools and human genetic health education programmes have been implemented covering technical, social and ethical aspects of the field. These changes have met with widespread approval and are perceived by teachers and students as adding a relevant dimension.

The practical aspect of human genetics is not part of GCE/A level examinations. There is some teaching of genetics at A level in Biology and as a minor option at O level, but these do not focus on hereditary disease and the associated social and ethical implications.

But in Nottingham over the past three years a unique experiment in teaching human genetics to fifth-form pupils has been taking place, aiming to give all school leavers a basic understanding of the subject.

The project was pioneered by the City Hospital Genetics Unit in conjunction with Nottingham Health Education Unit. Initially 20 schools were piloted with material looking at the various types of disease inheritance, environmental factors and causes of abnormality such as infections, smoking and birth damage. Leading from this was information about methods of prevention of birth defects and a series of discussion topics.

After the material had been favourably assessed, a booklet was produced entitled *Birth Defects - Safe to be Born* with 131 copies circulated to Nottinghamshire schools.

At seminars attended by a broad range of teachers - there was a smattering of home economics, preparation for parenthood and religious studies teachers among the predominant biologists - initial misgivings and fears were aired.

The level of difficulty was thought to be a possible stumbling block in relation to less able pupils. But in fact, as the American experience has shown, the fact that it was human genetics and could be linked to the pupils' own experience was a positive advantage in conveying basic scientific principles.

Dr Fitzsimmons, the clinical geneticist at City Hospital who pioneered the project, is keen to see genetic health education on the general school curriculum though not necessarily on an exam-related syllabus. "It should be part of preparation for life," he says. "There are many social and ethical implications generated by current knowledge of genetics. By giving pupils a factual base, they are better placed to make judgements affecting themselves and society."

But while the material emphasizes the prevention of hereditary disease, Dr Fitzsimmons is also concerned about eliminating fears and prejudices people have towards those suffering from hereditary and congenital disabilities.

Some mothers of Down's Syndrome children tell me they are avoided as if their child were suffering from a contagious disease. More open discussion of the nature and causes of handicap should allow people to question their own attitudes."

His own experience of counselling couples who possess little or no knowledge of biology allowed him to develop the material without undue technicality and obscurity, concentrating on the practical aspects of genetics.

Although human genetics is a wide field which ultimately questions concepts such as "normality" with the intervention of methods of genetic engineering, the material makes no mention of this, concentrating on the detection and prevention of recognized birth defects. Dr Fitzsimmons stands firm by this. "Most people take

a commonsensical view that, wherever possible, they simply want to avoid handicap and disease. There are many popular misconceptions about the work of clinical geneticists which can be fed by media sensationalism and ignorance of the facts."

Some of this ignorance, he believes, has been fed into support for Enoch Powell's protection of Unborn Children Bill, the passing of which would directly affect the work of clinical geneticists. Lack of knowledge of the mitigating circumstances and etiology of hereditary disease has, he thinks, unduly polarized public opinion into pro- and anti-abortion camps without qualification.

Nevertheless certain issues would seem bound to be controversial in some areas. The effect of consanguineous marriage in increasing the risk of hereditary disease strikes directly at the practice of first-cousin marriages among some Muslims from Pakistan, many of whom are convinced that it has no deleterious effect and cite the Koran as a religious authority for the continuation of the practice.

In Nottingham there has been no adverse comment about the sensitivity of the material in schools where there are a high number of Asian pupils. But in Birmingham, where there is a high rate of consanguineous marriage and a high incidence of perinatal mortality

and congenital handicap among Asians, the possibility of genetic education programmes in schools was met with outrage by Muslim community leaders. "We would see this as a threat to our religious principles," said one leader.

Dr Fitzsimmons sees the teaching of human genetics as a basis for informed choice rather than directive coercion fostering awareness rather than anxiety about the possibility of hereditary defects.

The effectiveness of the Nottingham project has yet to be formally evaluated, but initial comments by teachers show that they have found the material useful and have welcomed it as a relevant approach to biology and the problems of personal and social decision-making.

In his Reith Lectures "The Unmasking of Medicine" Ian Kennedy called for a redressing of power in terms of how we allow doctors to take decisions concerning the quantity and quality of lives. The teaching of human genetics in schools provides an accessible paradigm of the ethical dilemmas modern medicine presents to the public at large. The Nottingham experiment has illustrated how supposedly "difficult" material can be presented in a relatively simple and relevant form, linking basic scientific principles to issues of wider social concern.

Dr Fitzsimmons stands firm by this. "Most people take

Memories

Can we Afford the Doctor? Edited by Pam Schweitzer. Age Exchange, £3 plus 50p postage (pensioners £1 plus 50p). Available from 15 Camden Row, Blackheath, London SE3.

If you want to know what the past was like, ask somebody who was there, and they'll tell you with a vividness and detail no amount of research into the records could furnish. Age Exchange's latest venture is about health care before the NHS. Londoners describe their experiences of doctors who would always come out and visit hospitals which were still partly work houses, and midwives whose skill was greater than any consultant's.

The longest memories go back to the beginning of the century. The most poignant are of hardship and near starvation, weekly visits to the pawn shop, means test officials searching for money under the linen, and death in the family. It's frustrating that the time scale isn't made clearer, since the memories, as memories will, leap back and forth with no dates attached. But their vitality is overwhelming; these people, after all, are the survivors.

Jessica Saraga

Girls shouldn't have to learn about periods in this schoolroom.

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TAMPAX
EDUCATION SERVICE

Lice lines

Report by Philippa Davidson

An elderly relative remembers being evacuated with an aunt in Lancashire during the First World War. She and her cousin sat patiently while the aunt fine tooth-combed their hair for nits. "Sit still or they'll drag you into the canal" came the solemn warning.

Pediculus humanus capitis has a hold on more than civilized society cares to admit. The 1944 Education Act provided for compulsory inspections of school children for "vermin" by the school health service. At that time attention was focused on eradicating the problem from working class areas, particularly in the north of England. Middle class parents breathed a sigh of relief that the worry was no longer theirs; after all, lice were something other people's dirty children caught.

There has always been an association between dirt and lice (it was not until Dr John Maunders' research in the 1970s that it was finally established that the blood-sucking louse actually prefers a clean head). Infestation is still, technically, punishable by law; but it is important to note that an infested child may not be kept away from school except on the orders of a medical officer. A headteacher who discovers lice on a child's head has no right in law to prevent the child from attending school.

The school nurse (or "nit nurse" as she became known, since some 75 per cent of her time was spent on head inspections) continued to delouse and dole out treatment until 1981, when routine head inspections were withdrawn to free the nurse for more important tasks. The resulting outcry among parents and teachers, as Dr Maunders of the Medical Entomology Centre in Cambridge points out, has at least had the effect of jolting the community back into taking its responsibilities seriously.

In a 1984 Oxfordshire survey questionnaires were sent to 10,000 parents of children of school age. One in three children were said to have had head lice in the previous year, and 90 per cent of cases were discovered by parents. The school nit inspection has proved to be an ineffective means of controlling headlice. The nurse simply does not have time to inspect each child thoroughly (it takes at least 20 minutes to discover that a child does not have lice). Cases often go undetected until hair has grown and the eggs are clearly visible, by which time one louse could have become 300 and the whole class infested.

The reluctance of middle-class parents to concern themselves with lice, the increased social contact amongst families and the modern tendency to use shampoos for grooming rather than the old fashioned brush and comb have contributed to the louse's upward mobility in the social scale.

The development of carbaryl and malathion lotions in the 1970s was a breakthrough in the treatment of lice. Although they are no longer distributed from the school medicine cupboard various brands are readily available at chemists. After it was found that lice became resistant to one or other of the insecticides a rotating system was adopted whereby an area would change its recommended insecticide every three years or so. The only drawback seems to be that parents may be too embarrassed to visit their local chemist to ask for treatment and will seek anonymity in a neighbouring area only to find the prescribed remedy unavailable.

The "dirty hair" myth is only one of many surrounding the head louse. It is important to dispel the notion that lice jump from head to head or are transmitted by hats, scarves, etc. In fact, they pass from head to head when adults and children put their heads



together. Although all blood suckers can transmit disease, there is no proven link between head lice and AIDS; the problem is a social as much as a medical one.

Confusion arises when nits are mistaken for dandruff, or when a condition such as the scalp such as hair muffs is wrongly diagnosed as lice. "We hear amongst other materials, a 'diagnostic pocket pack' to help with identification. Oxfordshire Health Authority reports a big demand for its pocket pack in which a louse is incarcerated (price £13.50 - ideal for those bemused by blown up photographs).

Joanna Wickenden, health education adviser for the MEC, stresses the unreliability of any statistics relating to the numbers of persons infected with headlice at any given time. Methods of collecting figures differ and most important, DHSS statistics refer only to children whereas there is evidence to suggest a considerable number of adult carriers. As Bill Boddy, consultant in environmental health to the MEC points out, "An adult with lice is more significant than a school child whilst little limitation is exercised over the amount the time an adult can continue to pass lice to his contacts".

There does appear to be an upward trend since 1978 and currently it is estimated that about half a million children have lice. In order to establish a true picture there needs to be better

coordination between the school health service and the environmental health authorities, with school head inspections being employed as a method of monitoring and collecting statistics and questionnaires such as the Oxfordshire one used more widely, including information on adults as well as children.

In order to stimulate public awareness various campaigns have been organized. Brent authority ran a telephone hotline in November/December 1985. The line was open for two hours a week, during which time parents could phone in with questions on policy ("Why isn't the school nurse dealing with headlice any more?"), identification ("I've got itching - is it lice?"), prevention ("What should I do? My kids keep getting lice") and cure ("Help, my hair's falling out!"). Simon Pimenta, who ran the scheme, recorded over 30 calls in the two months it was in operation.

Oxfordshire's Come Clean campaign is continuing this year with mailing of information and distribution of an education pack. Health Education officer Rae Magowan reports excellent cooperation from hairdressers who had previously been reluctant to become involved.

Another idea from the same authority is the Awards scheme, which offers cash prizes of up to £250 for the best poem, poster or piece of writing on the subject.

Napp Laboratories, who have a 75 per cent share of the market in treatment lotions, have produced a lively newspaper (*Headlines*) giving up-to-date information, articles and contact addresses free of charge to health workers, chemists, nurses and anyone who has the responsibility of dealing with the problem. To help parents

whose mother tongue is a community language the same firm produces leaflets in Gujarati, Urdu and Bengali. The video "Let's get rid of Headlice" presented by David Bellamy and his Maunders, is also available for purchase in Urdu and Bengali.

It is important that any information designed for parents is simple and attractively presented. "Simply leaflets won't do" says Joanna Wickenden, who views the number of authorities the process of preparing educational materials as a positive sign.

The MEC is in no doubt that resources need to be placed at the disposal of those working towards the elimination of headlice in the community. It seems ironic that at a time when the DHSS acknowledges the need to make pediculosis management courses a priority the Health Education Council has withdrawn from this area. The MEC's Human Louse Control Management Course is a step in the right direction; BLM Publications (see below) also has courses in conjunction with the major insecticide manufacturers.

The main thrust of any campaign must be directed at the children who will take the message home. The headlice should be as natural a subject for topic work as the life cycle of the butterfly. A tradition that parents examine for headlice at the beginning of the Autumn term should be established. In a recent letter to the NUT John Maunders says "There are no headlice in British schools in September 1; by September 14 there are plenty. The elimination of lice from school leads to no permanent gain unless they are also eradicated from the community."

So next time Dad comes home and says "I've had a lousy day at the office," whisk him upstairs to the bathroom, and tell all the neighbours.

Useful addresses
Joanna Wickenden will supply detailed materials as well as up to date information on courses etc. (MEC London Office 160 Interwork Road, London N8)
Rae Magowan Health Education Officer West Oxford School, Ferry Hinton Road, Oxford OX2 0BY (0865 722220)
BLM Publications, 362 Lower Addiscombe Road, Croydon, Surrey CR0 7AS (01 899 4938)
Napp Consumer Products, Cambridge Science Park, Milton Park, Cambridge CB4 4UW (Headlines PO Box 75, Haver, Madingley HA5 2RD)

parents of all young children.

The *Headlice Advice Fact Pack* is a complete programme intended, as the makers say, "for the initial and refresher training of the caring professions". Containing a User's Manual with presentation guidelines and professional notes, a set of 30 slides with taped commentary and a hand viewer/magnifier with sealed mounts of nit (but dead!) headlice and nits, the pack would be ideal for group presentation to a wide range of audiences - doctors, nurses, students, parent/teacher groups. It could also be helpful to individuals, such as anxious parents at home.

The *Headlice Diagnostic Pocket Pack* has a more specialized use, for those who need to make an accurate diagnosis of infestation - school nurses, health visitors, education welfare officers. It contains concise notes, a hand viewer/magnifier as previously mentioned, together with two combs which are named, rather graphically, "The Nit Picker" and "The Extensor nator".

Finally a book, *Hunt the Headlice*, which is written for children but has a section at the back for grown-ups. A simple yet informative text is accompanied by cartoon-type drawings featuring a giant head louse both on the cover and inside. I can imagine school children being quite frightened of the rather ferocious creature, so the book needs to be used carefully.

All of these materials would be useful in any educational campaign on headlice, but why leave it to the poor overworked school nurse? How about a public information/education campaign (properly funded by the Health Education Council and/or the Department of Health and Social Security) with a well-known personality on television giving the facts and hopefully taking some of the mystique out of it all? After all, Jimmy Savile did it for seat-belts.

Liz Swinden

Liz Swinden is a health education officer with Islington Health Authority, London.

The Scottish Health Education Group

The Scottish Health Education Group is a division of the Common Services Agency - part of the Scottish Health Service. At the same time its broad policy is derived from the Scottish Home and Health Department.

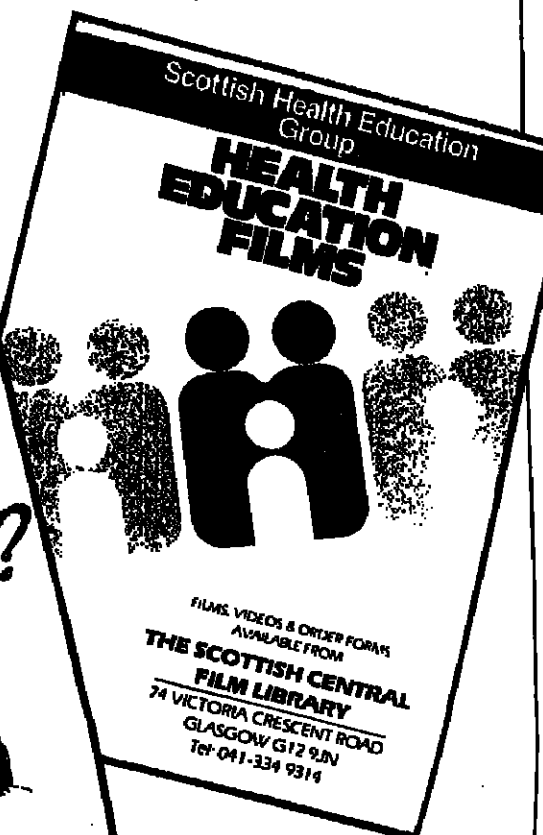
The Group has an interest in all conditions of health as they affect all the people of Scotland. Clearly priorities must be set and certain issues such as physical fitness, drugs, alcohol abuse, cigarette smoking are deemed more important than others. Much publicity is directed to under-30s and to the elderly.

The Group reaches people in many ways and in many contexts.



- Other statutory agencies - in social work, community and school education.
- Voluntary agencies in health and related fields.
- Professional groups - nurses, family doctors, pharmacists.

Other programmes and materials are usually tailor-made to meet the needs of specialist groups. "Food Hygiene - The Movie" was made for the use of Environmental Health Officers. DRAMS (Drinking Responsibly and Moderately with Self-control) is a programme made for family doctors to use with

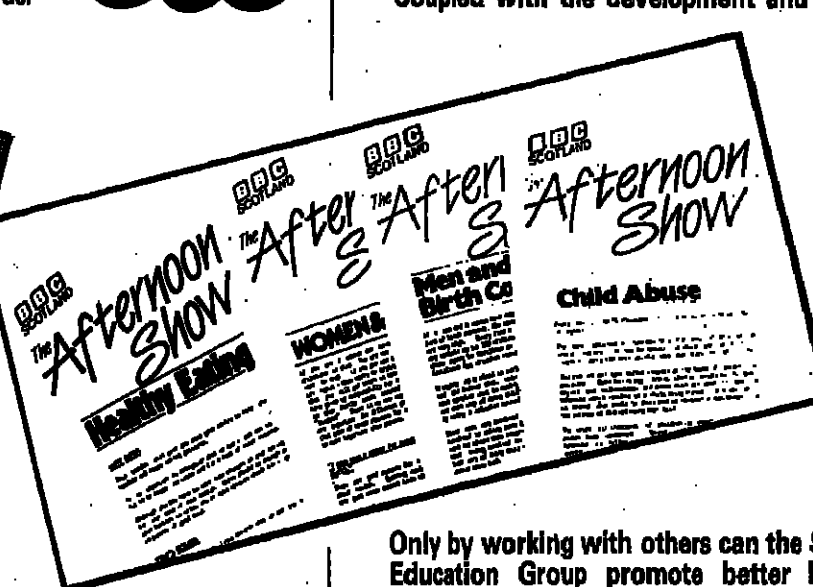


Through the use of television, radio and press the Group communicates with people in their own homes or on the streets.

Such direct communication is also possible in collaboration with broadcasters on both television and radio. The Group can suggest issues for action, identify expertise, and support broadcasts by providing leaflets and booklets for lay people who have interests in various topics.

At the same time, a considerable amount of work is concerned with the production of material for professional people since a major part of the Group's activities rely on collaboration with a host of others.

- Health Education Departments of Health Boards.



Coupled with the development and design of materials are in-service training programmes. Courses, seminars and conferences are of differing lengths, for varying groups with particular needs. However, certain strategies are important from the Group's point of view. It seeks to involve professionals in planning and developing their own training in health education. It also attempts to ensure that courses are followed up in some way or other - perhaps by local versions and by repeated courses for more people.

Only by working with others can the Scottish Health Education Group promote better health for the people of Scotland.

Contact the health education department of your area health board for further information or the Scottish Health Education Group on 031-447 8044.



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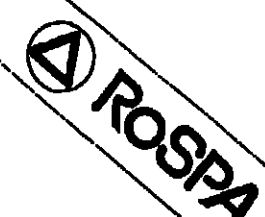
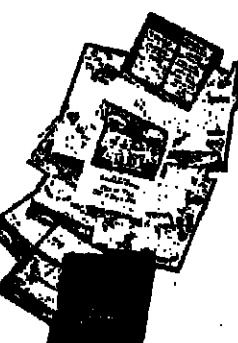
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Further details of Teenagers & Traffic and other materials may be obtained from the Safety Education Department, RoSPA, Cannon House, The Priory Queensway, B'Ham. B4 6BS.



EXTRA

Questionable assumptions

Dilys Went considers sex education and asks: "Where do we go from here?"

The Law Lords decided in October last year that a girl who is under 16 may have sufficient understanding to give her own consent to medical treatment. A doctor who decides this is in the best interest of the patient (for example contraceptive treatment) may lawfully prescribe, even if a parent is unaware of the situation. The Law Lords went on to advise that good medicine practice should continue to seek to persuade the girl to involve her parents.

Happily, according to the Brook Advisory Centres, which specialize in helping young people, the majority of young girls can be persuaded to talk to their parents, especially when given the necessary help to do so.

During the debate surrounding the case brought by Mrs Gillick which led to the Law Lords ruling outlined above, two fundamental assumptions were often made:

1 All parents are able to provide adequate sex education for their children, and feel it is their sole right to do so.

2 Sex education at school encourages sexual experimentation and increases

teenage pregnancies.

Perhaps it is now time to examine these premises carefully, and determine whether or not they can be substantiated at all by the available evidence. We might then be in a better position to consider the most effective ways of helping our children in the future.

Are all parents then able to provide appropriate information for their offspring, particularly in the context of this debate, about sexual intercourse and birth control?

Alas, many surveys have shown this is not universally so. Christine Farrell, for example, found only 12 per cent of her sample of adolescents had learnt about intercourse in the first instance from their parents, and only 4 per cent of working class boys learnt in this way. Likewise, a survey for *Woman* magazine of nearly 5,000 men last September discovered four out of five had had no, or next to no sex education from their parents. An investigation by S J McGuffin among teenagers in Northern Ireland showed a similar paucity of communication between

parents and children.

In spite of this apparent lack of success as educators, other evidence suggests that many parents do clearly recognize the need to provide information about sexuality for their children. However, for a variety of complex reasons, although they may be willing, they are often unable to do so. A detailed and illuminating report for the Scottish Health Education Group¹ reveals that parents' difficulties include feelings of inadequacy and embarrassment, and a lack of confidence about the appropriate timing or context for giving such information. Parents may also be afraid of being rejected or scorned by their children when trying to proffer sexual facts or advice. Further insight into their problems is provided by James and Lynda Walters.² They identify a tendency for parents to overestimate the quality of knowledge their children have, and to be unaware of the different levels of explanation needed at various cognitive stages. This of course again supposes that information is provided at all. "In most families parents and children do not talk much about sex," the topics least likely to be discussed, they say, include intercourse and contraception.

According to the Walters, though, parents do have a powerful influence in transmitting attitudes about sexuality, even if this comes about indirectly. My own impressions from working with parents in many different situations support Watson's findings, that over half have great difficulties talking to their children about sex. In my experience parents of young children are anxious not to give too much information too soon, fearing it may



unduly shock or worry them. However, after waiting patiently, sometimes for years, for questions to arise, or just the right moment to explain all, they discover that their offspring have either become extremely blasé, and "know it already", or act as if totally indifferent. This may be a manifestation of embarrassment on the children's part of course. The situation seems to get worse as time goes on say the parents, as where teenagers are concerned, information given to them by the family might be misconstrued as a criticism, or even be taken as an actual encouragement to sexual activity. Parents are therefore often in a quandary about what to do to help, particularly when realizing their children's needs for privacy during the sensitive "growing up" phase, or when faced with the problem of 14-year-olds who do not wish to hear anything about anything from anyone!

Do parents then, even under these circumstances, really desire *sole* rights as sex educators? Indeed it seems not, and in fact it is true to say that the vast majority of parents wish their children's schools to share the responsibility. Farrell³ found 96 per cent of parents of secondary school children agreed to this, and in another investigation for *Woman* magazine it was discovered that over 90 per cent of parents felt they and the school had a joint part to play in sex education. Over one quarter of these thought more facts were needed in school, and one half felt an increase in education about feelings and relationships would be beneficial.

Parents' rights as information providers are discussed in detail in a well documented report by the National Council of Women.⁴ Emphasis is given here to the importance of recognizing the child's right to be given sex education, "either by parents themselves, or by other responsible adults, as an essential part of preparation for parenthood".

From all the above evidence it seems highly likely that at the moment it is totally unrealistic to expect parents to provide *all* the sexual information their children need. Also very obvious is the fact that schools do have a clear mandate from the majority of parents to accept some of the responsibility for sex education. "When it's done in school they'll have to listen!" said one frustrated parent.

The first premise cannot therefore be supported in any way.

Although schools are increasingly accepting the challenge to provide sex education, there are still some who are not. One reason for this may well be that a few teachers share the nagging doubts expressed by some parents, that sexual information may encourage sexual activity. This brings us of course to the second premise, which if true in any respect would indeed cause all of us great concern.

In fact the evidence points to exactly the opposite conclusion, ie that information about sex from parents and school is actually *protective* and helps young people to delay sexual involvement. Surveys of research into this area by both Reid⁵ and Bury⁶ explain these findings in detail.

Other studies summarized by the Walters² on information provided by parents show unequivocally that "adolescents who talk with their parents about sex begin having sexual intercourse later than those who do not".

Any possible lingering doubts about the effects of sex education can be dispelled by the 1985 in-depth report of a comparative study of adolescent pregnancy and child bearing in 37 developed countries, by the Alan Guttmacher Institute.⁷ This gives a detailed analysis of the very many

factors affecting teenage fertility in the countries studied, and comes to the conclusions that "openness about sex may be an especially important factor in lowering adolescent fertility", and, even more specifically, "lower pregnancy rates are lower in countries where there is greater availability of contraceptive services and of sex education."

The second premise, too, is therefore found to be totally without foundation. What of the future?

Schools may continue to develop their sex education programmes with confidence, in the knowledge that they will be helping children to make important decisions about their sexuality in a beneficial way. A pressing need for more sex education courses in schools both in initial training and in-service training has already been identified by the Health Education Council, the World Conference on Health Education and the National Council for One Parent Families. In the meantime there is a selection of curriculum material at both primary and secondary level, to enable sex education programmes to be planned with sensitivity, in the context of personal relationships and family life and linked to the needs of the children.^{8,9,11}

It is apparent from the previous discussion in this article that one of the most important aspects of the work in school should be the involvement of parents. Suggestions are already available on how this might be encouraged.¹²

The overall aims of any programme of sex education in school would be to strengthen the feeling of trust between parents and teachers, and to develop skills on both sides for communicating about human sexuality with the younger generation.

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Dilys I Went is lecturer in Biology and Health Education Science Education Department, University of Warwick. She will be glad to supply full references on request.

EXTRA

Breaking the web of silence

Report by Iola Smith

Teaching avoidance strategies to children, increasing collaboration between caring professions and the police and reforming the law are the best ways of treating and preventing child sexual abuse, according to delegates at an NSPCC conference held recently in Cardiff.

They sought to break the web of secrecy and fear which prevents young victims from seeking help. For despite a 90 per cent increase in the number of registered victims between 1984 and 1985, and a MORI poll prediction that one million children will be sexually abused before their 15th birthday, it remains the most under reported form of child abuse. According to psychologist Dr Neil Frude, fewer than one case in ten is known about. Some fear that the figure is as low as one in 50.

This is largely because 75 per cent of the victims know the abuser and so are bribed or threatened to keep quiet. According to Frude this makes them feel accomplices rather than victims, and is one of the main causes of guilt experienced by victims. Others respond passively out of fear or, having been taught to be obedient, they do not realize that they have a right to refuse an adult's advances. The rest just do not believe that they would be listened to. One mother's response to her nine-year-old daughter verifies this. "She told me twice but I never got round to doing anything about it."

Countering this passivity is the objective both of the NSPCC and Michele Elliott of Kidscape. She is convinced the children are vulnerable on three counts. "Firstly, they are not given enough information," she says. "Advice is usually limited to vague warnings about strangers. Secondly,

their total dependence on adults discourages them from saying no even when their safety is at risk. And as they are often isolated they need to be taught which adults - such as teachers - can help." At the same time, Elliott insists that her policy of "good sense defence" does not make children mistrustful of affection. But of the 4,000 pupils who have participated in the workshops, some 400 disclosed that they had experienced some form of sexual incident with an adult. Happily, most were one off experiences.

The conference highlighted the danger signs which could alert teachers and social workers to the presence of abuse. These include personality changes, withdrawal, loss of interest in school work, regression to younger behaviour patterns such as thumb sucking, dietary changes, running away from home, suicide attempts and unnecessary restrictions being placed on a child's social life.

If there is evidence of abuse, it is vital that teachers or fellow pupils report it to the NSPCC, the social services or the police who will make further inquiries. In the United States it has been revealed that a third of care professionals who knew about abuse failed to report it. Therefore children in need of help were not receiving it.

In 95 per cent of cases the abuser is male. The victim is usually female and in half the cases is the perpetrator's relative. This results in the abuse being far more continuous than the one off frightening experience with a stranger. Within the family, the abuser may be an older brother, uncle, father or most commonly a stepfather. A disturbing American survey has revealed that 50 per cent of stepdaughters had been

sexually abused - though not necessarily by the current stepfather.

Although abusers cannot be categorized, those engaging in intra-familial abuse tend to have had a close relationship with the victim prior to the abuse. As Frude puts it, "It is as though parental love becomes sexualized".

For the victim the psychological aftermath includes anxiety and depression, later in life there is often difficulty in forming relationships. There is also a higher incidence of promiscuity. It seems that many prostitutes were sexually abused as children.

"Stopping the abuse must be the first priority," according to Bryan Cornick of the NSPCC in Wales. "Anything else, such as the reconstruction of family life, is a bonus." He feels that counselling should be offered to a family immediately after disclosure - mothers especially need help lest they fail to protect the child once the secret is out. If the child is without an ally in the home at this time, care orders are sometimes issued.

Bryan Cornick has called for joint investigations to be undertaken between social workers and the police, a situation which already exists in Bexley, according to Detective Chief Inspector Peter Gwynn of Scotland Yard. The experiment is the outcome of the police's attempts to protect victims from repetitive questioning. In place of written transcripts which are difficult to compile as children are unfamiliar with recognized terms, dolls, drawings and video recording interviews are being introduced. These are backed up by joint referrals of allegations and information with the local social services. Two training sessions - one held earlier this month - ensure that collaboration between both services is thorough.

Another benefit for victims is the new interviewing venue - a room at Queen Mary's Hospital. This means the children no longer have to endure a visit to a police station.

"The child must be believed," according to Gwynn; and his approach is echoed in the draft guidelines issued earlier this month by the DHSS in



response to the Bockford case. "A child's statement that he/she is being abused should be accepted as true unless proved otherwise."

So solicitor Jonathan Evans of the Law Society's child care panel is seeking a change in the law to make trials less traumatic for victims. He feels that the Government should adopt a seven-point plan which includes making referrals mandatory and incorporating the Bexley initiative nationally.

Children should not be forced to attend the trial. Evidence on video or a previous affidavit should be sufficient. And Evans feels that the law's requirement of corroboration should be changed. This is the main reason why fewer than 1 per cent of child sexual abuse cases come to court. Corroboration is not required in issues such as theft, and Evans is convinced that the same should apply to child sex abuse.

"Hearings should be speeded up," he says. "Care proceedings are often held up for months pending the criminal trial, and this wait is traumatic for children. Similarly, contact between abuser and the victim is not allowed, contrary to the NSPCC's belief that therapeutic links should be built up as soon as possible. And there is always the danger that family pressure could force a child to retract her evidence if there is a long wait before the trial."

Finally, both Evans and the NSPCC believe that prosecution decisions should not be made without consultation with social workers. In some instances, the NSPCC insists, prison sentences can be counter productive. In such cases where family reconstruction is possible, treatment and intensive social work counselling may be more effective.

The training package developed jointly by the Metropolitan Police and social workers is available to other interested workers by contacting Scotland Yard.

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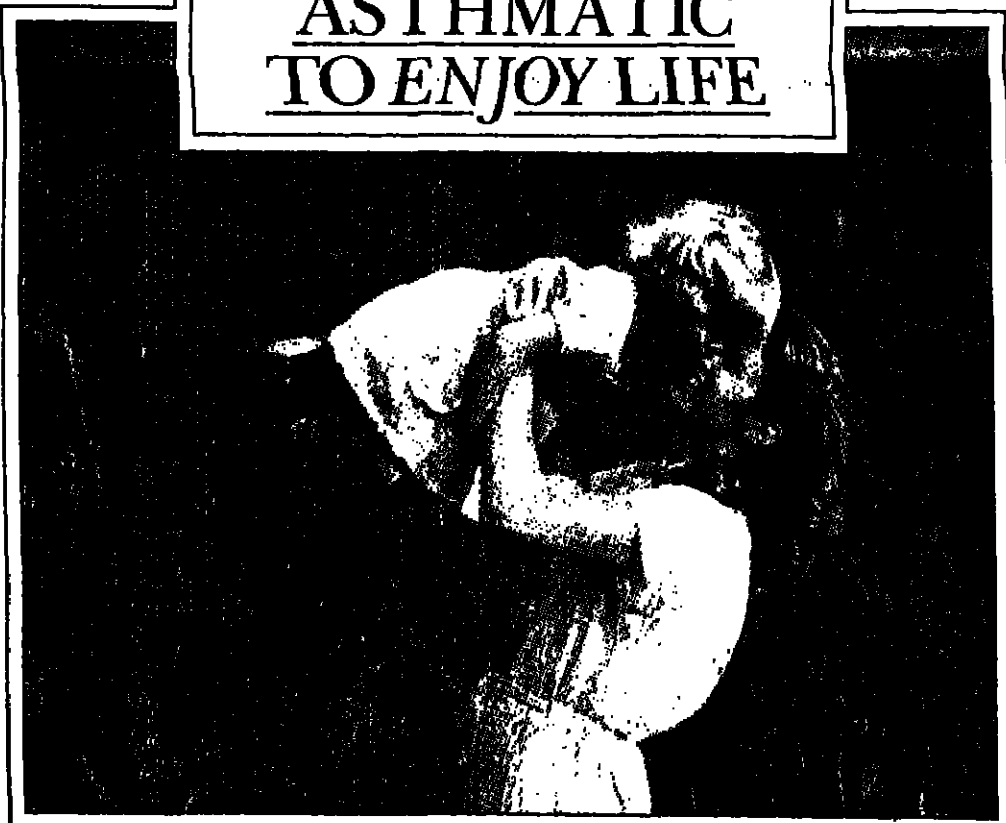
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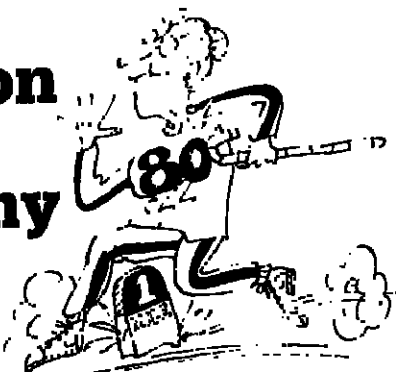
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TACADE

The shape of things to come

by Bill Rice, Vivienne Evans and Jeff Lee

There is an ancient Chinese proverb which neatly summarizes some of the philosophy, and a great deal of the methodology, of contemporary approaches to personal and social education as they relate particularly to drug education:

I hear and I forget
I see and I remember
I do and I understand

The strong emphasis on "hands on" experience in the classroom has led to something of a recasting of Bloom's original taxonomy: cognitive, affective and psychomotor domains (popularly transposed as knowing, feeling and doing) from three inter-relating aspects, all of more or less equal importance, into an equilateral triangle whose base is composed of knowing and feeling, and whose apex consists of skills which somehow represent the fruition of cognition and emotions.

It is easy to understand why such an interpretation should have come about. Drug education, carried out largely as a cognitive process with some work on values clarification, had not, by the usually accepted measures, delivered the goods in the form of a significant drop in either the willingness to use drugs or rates of experimentation. What was the missing element? Could it be that students lacked certain skills in implementing their understanding and intentions regarding drugs? Personal problem-solving, assessing risks and weighing up consequences, to say nothing of being able to manage stress in one's life and pressure from those around, all seemed vitally important talents well worthy of acquisition and development.

The conceptual notion of knowing, feeling and doing as elements of an equilateral triangle is not a bad one, provided that we strive to see their inter-relationship and their dynamic nature. In simple terms, regarding content and methods of drug education, the search is for a balanced blend and where the precise "quantities" are based on an understanding of the needs of specific groups of learners. If the foregoing analysis is even close to being accurate, the task before writers and those who develop methods is a very difficult one indeed. The structure of materials needs to be sound and clear and yet with built-in flexibility to encourage adaptation and improvement.

Three current and as yet not fully completed programmes provide interesting examples of the intentions expressed above. All three also represent another trend in the provision of

drug education programmes, that is, the coming together of different agencies in collaborative effort.

Programme One: The Primary Project (9-11 year olds)

Originally developed by a small team of front-line educators working in the Wirral, the Primary Drugs and Safety Project aims to develop children's awareness of the risks and hazards which are part and parcel of everyday life. However, raising awareness is just one goal, identifying particular dangers and learning how to cope with them provide equally important objectives. A great deal of the work entails co-operation and all that is involved in talking, listening and sharing with others. A special feature is the involvement of parents by means of activities which to some extent parallel classroom work, but which also raise issues of particular concern for parents.

The Primary Drugs and Safety Project is currently being revised by TACADE in the light of the insights already gained through its use in Wirral schools. The Health Education Council are to fund TACADE to publish the pack and to offer a dissemination and training programme for interested authorities and health education units.

TACADE Skills for Adolescence (11-14 year olds)

This comprehensive programme was developed in the United States, where it is currently in use in more than 900 school systems (a school system approximates to a Local Education Authority). As its title indicates, *Skills for Adolescence* lays a strong emphasis on skills such as communication, trust-building, resolving conflict and decision-making. The programme has seven main sections, only one of which concerns itself with "drugs" and moreover does so in the context of decision-making.

As in the case of the Primary Project, *Skills for Adolescence* places a special importance on involving parents in the learning process. Not only is there a parent reader but there is provision for a series of sessions aimed at developing the skills of parents in such matters as resolving family conflicts and in building up a young person's self-esteem. The programme also contains activities which link students with their local community. Skills for Adolescence has been adapted by TACADE for use in this country and is available accompanied by in-service training.

Programme Three: The Inter-agency Project (15-18 year olds)

A joint venture between the Institute for the Study of Drug Dependence, Lifeskills Associates and TACADE, funded by the Department of Education and Science, administered and monitored by the Health Education Council.

Those familiar with the work of ISDD, Lifeskills and TACADE will not be surprised to learn that the programme contains student materials, a curriculum guide and a teacher's manual (incorporating a distance learning element).

The approach is one that looks towards creating a blend of learning experiences, ie factual information, feelings and attitudes, and a range of life skills. The curriculum guide is intended to help teachers to assess how best to locate drug education in the curriculum and to maximize the talents and concern of educators and others with a teaching role.

The training guide (the specific responsibility of TACADE) contains workshop specially written for parents. The aim is to make parents more aware of, and better informed about, drug-related issues, and thereby give them a sense of confidence in guiding their children on drug issues. Some points are worth re-emphasizing.

- 1 There will soon be available a series of drug education "packages" covering the age range 9-18 which, hopefully, incorporate a judicious blend of cognitive, affective and psychomotor activities, offering a clear basic structure retaining considerable flexibility.
- 2 In all three programmes there is a strong commitment to engage parents in the drug education programme.
- 3 As well as providing the common element in all three, TACADE will be offering in-service training to all interested parties.

As far as TACADE is concerned these three drug education programmes are good examples of the shape of things to come.

TACADE, the Teachers Advisory Council on Alcohol and Drug Education, is the major national charity offering resources and courses for drug education to the education and health services. It receives core funding from the Health Education Council to do work which has been in operation for almost 20 years. For full details of TACADE services, resources and courses please contact TACADE, 3rd Floor, Furness House, Trafford Road, Salford M5 2XJ.

Accidents will happen

George Turnbull introduces the new AEB basic test in Health, Hygiene and Safety

Living is hazardous. It is more hazardous for some than for others. Some hazards cause unfortunate mishaps which in many cases could be avoided.

Each year one child in every six goes to a hospital accident and emergency department. Six thousand people lose their lives because of accidents in their own homes. In England and Wales alone an estimated 90,000 others have to receive treatment as hospital in-patients. A further 700,000 are treated as out-patients and about 500,000 have to attend their family doctors. Add to these accidents the 14,000 who suffer from food poisoning and the 25,000 children injured in road accidents and it is not difficult to conclude that life is hazardous.

Training must be given. Often the danger lies in unfamiliar surroundings or unfamiliar situations. A young child in a kitchen, near a swimming pool or on the road may not realize the danger. She or he has to be taught. A plastic bag seems attractive but can suffocate. Pills look like sweets but can poison. Protection and instruction have to be given by caring and

informed parents and teachers before children are likely to survive unaided the hazards of the home, the workplace and the community.

There is, however, a time when the protection and the advice have less effect. Often this time is around the age of 16 when young people enter an industrial or commercial environment: an unfamiliar situation where there may be heavy and potentially dangerous materials and equipment. Alternatively, it may be a room full of ordinary office equipment and the strangeness can only be associated with the size of the room or the number of people working in it. Rather like ducklings taking their first awkward steps, newcomers find their way about but without the guidance of a teacher, or similar, to tell them what they can or cannot do.

All companies must, by law, give training but when you realize that the office filing cabinet is the major culprit in office accidents it is a timely reminder that dangers such as this may not be explained adequately in an environment which seems to be relatively safe, when compared to the obvious hazards

of the factory floor.

Young people do die in the working environment and it is expected to act responsibly and to be often assumed that all those entering into such an environment will be supervised all of the time, as in school, and it is at these times that accidents may occur.

In October 1984 figures were published which stated that 27 trainees had been killed and at least 11,000 injured since 1979 whilst on Youth Opportunities Programmes (YOPS), forerunners to YTS. There is nothing new in such statistics as, unfortunately, young people do get injured and killed when training in an industrial or commercial environment. Many of these accidents could be avoided: One youngster, for example, cleaning steel beams with a volatile mixture inevitably splashed some of the mixture on to his overalls. When later he tried to get warm from a heater on site he was turned into a human torch. Had he realized the

Accidents do happen

continued

danger, then that accident may never have happened. He could have been made aware of such a danger either at home or in school, but certainly by the time he came to be working in that hazardous situation.

The hazards we face are not always obvious. There are damaging long-term practices which are potentially dangerous to our health or the health of others. Smoking, drugs, the abuse of alcohol and the sort of food we eat. The way we treat our bodies is not always to our advantage and much emphasis is now being placed on such things as a healthier diet and lifestyle generally. Personal hygiene is also important and I am told that it is often the embarrassing task of the nurse in a company to take someone aside to explain that the soap being used by the person is not reaching the parts that other soaps reach.

Cleanliness used to be next to Godliness. This may, or may not, be true but it certainly should be next to the food being prepared for consumption. A basic understanding in matters of hygiene and the handling of food would go a long way towards preventing those 14,000 reported cases of food poisoning.

A responsible attitude

In May this year 2,400 candidates sat a new AEB basic test: Health, Hygiene and Safety. There are now nine AEB basic tests and just over 65,000 entries were received for May of this year. The tests are being endorsed by industry and commerce. This is not surprising because employers and other interested groups were involved with the development of every one of these tests. The AEB in every case went to the employers and asked what skills and areas of knowledge at a basic level they would wish to see in potential employees. In the case of Health, Hygiene and Safety it was emphasized that although specific training would be given they would like their new trainees to have the right attitudes to health, hygiene, safety and to be aware of some of the potential hazards of adult life. They would like youngsters to have a respect for their own health, personal hygiene and safety and for the health and safety of others.

In catering and food handling businesses hygiene is of particular importance and many companies expressed dismay at the lack of understanding amongst young people about some of the basic rules.

A consistent national standard

Candidates scoring 60 per cent on any of the tests receive a certificate with their mark stated on one side and the syllabus content on the other. Those scoring less than 60 per cent will get the same information but on a statement of results instead of a certificate. This is the way employers wanted the information presented and the AEB was happy to oblige.

The tests can be taken in May or November/December and the results issued in the July or January following. This again was specifically requested by the employers so that objective and easily understood information would be available at the time of interview. Some candidates will be doing the tests in addition to O levels or CSE examinations. Others may not be doing these examinations and may be involved in YTS or CPVE courses.

In any case the tests set a national standard at a basic level, an innovation which is being welcomed by industrialists and educationists. Some major companies are using the results of the tests in place of their own selection tests and others are using the tests to measure progress on YTS courses.

Immunity is not guaranteed

The possession of a certificate in the AEB basic test in Health, Hygiene and Safety will not mean that trainees will be immune from accidents but they will be aware of some of the hazards. This awareness coupled with the specialized training they will receive should make them better able to meet the demands of adult life.

Further information is available about this test or any of the others available by writing to George Turnbull, Industrial Liaison Officer, The Associated Examining Board, Stag Hill House, Guildford, Surrey GU2 8XJ.

Pioneering a joint approach

Ron Turner describes what happens when a district health authority and an l.e.a. get together

Springfields. Monday morning 8.45 am. The phone rings. "Schools Health Adviser?" Could I have a video on Drugs for tomorrow, please? If there's not one available I'll book one out on VD instead. Half the fourth year are together in the main hall last period, so there won't be too many problems swapping the topics around. They can do Drugs next week."

Naturally, with health-related issues such as drugs, child abuse and diet currently the focus of much media attention, schools feel the need to respond to public pressure to do something.

However, you don't need to read between the lines of the above request in order to find out the sort of approach to health education that results from this reaction-to-crisis syndrome. The salient features are a lack of curriculum planning and co-ordination, simplistic topic-centred programmes, the relinquishment of responsibility to outside experts, and the pupils being restricted to passive learning experiences.

Since taking up my post as Schools

Health Education Adviser with South Birmingham District Health Authority (SBDHA) in January I have been inundated with telephone calls and letters from teachers desperate for resources on all aspects of health education. Fortunately, calls similar to the one quoted above are getting rarer. Hopefully this is because the joint initiative by the SBDHA and Birmingham City Local Education Authority, of which my post is an integral part, is starting to have some effect.

Since 1985 SBDHA have wisely allocated an increased budget for health education in the sound belief that prevention is better than cure. In order to serve the community, a brand new health education centre, called Springfields, was set up, and has been fully operational since September 1985. The centre has a purpose-built conference hall with catering facilities, a range of training rooms and equipment, and a very extensive resource base.

These resources include a comprehensive teaching pack and video lending library, a study area, a health bus

fitted with a mobile classroom and computer terminals, a range of portable exhibitions, and some interesting "hands on" hardware such as video cameras, smoking machines, exercise systems, etc. A delivery service is available for teachers having difficulty getting to the centre, and in genuine cases of need, videos and TVs are also on loan.

Of course, these resources are used by the health authority to service various needs in the district. However, schools are the priority. The resources are there to help set up better planned, and more effective health education programmes in the curriculum.

Although I am based at Springfields, the post of Schools Health Education Adviser is funded jointly by the l.e.a. and d.h.a. The post is a new creation for a health authority, and as such represents a pro-active approach towards health education by both bodies.

It has been recognized in south Birmingham that although local education authorities and health authorities often use a different language

with regard to health education, our aims are basically the same. They are to help young people to become aware of both the social and individual context that effect their well being, and to equip them with the skills, the information, and the confidence to make informed choices for themselves about issues that effect them now, and may effect them in the future. There are many cross-curriculum health issues, for example, drugs and nutrition, within which these aims can be realized.

The joint initiative in south Birmingham is already taking several steps towards establishing well planned and coordinated health education across the complete age range. One the structures are set up within the curriculum, schools can address themselves to the appropriate issues in the knowledge that they will form part of a continuing approach. For example, secondary schools will be able to plan the smoking education content of their curriculum in the knowledge that feeder primary schools will already have

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Risks, research and resources

Amarjit Singh on developments in traffic safety education

Each year, over 500 child pedestrians under 15 years of age are killed, some 9,000 are seriously injured and a further 23,000 slightly injured. In addition, child cyclist accidents account for some 100 lives and result in approximately 2,000 serious and 6,000 slight injuries. The under-15 group, as passengers, also accounts for some 14 per cent of all deaths in motor vehicle accidents. The likelihood of death or serious injury resulting from riding a motorcycle is 30 times that to be expected whilst driving a car. Annually almost half the 1,000 deaths and 19,000 serious injuries occur in 15 to 19-year-olds. Alcohol, as is well known, plays an important part in many of these accidents. Thus, road traffic accidents are a major public health problem and are the most severe form of accident experienced by children in developed countries.

One method which can be used to try to reduce accidents is to educate children and teenagers in schools in how to use roads safely. Although traffic safety education does not have to be seen as an exclusively school-based venture, there are good grounds for regarding the educational system as the potential source of information.

However, various surveys carried out in the late 1960s and early 1970s by the Transport and Road Research Laboratory (TRRL) of the Department of Transport showed that little traffic safety teaching was being done in British schools. Traffic safety instruction was rarely given by teachers, and the most common form of traffic safety education in schools was one or two talks per year by a visiting police officer or road safety officer. Evaluation studies showed that these short talks were not very effective in improving road user behaviour.

These results led the TRRL to initiate a major research effort to develop curriculum materials and teaching methods for traffic safety education. The TRRL was instrumental in the early 1970s in developing a booklet for teachers, *Suggestions for Teaching Road Safety*, which was published by the Royal Society for the Prevention of Accidents in 1975.

The TRRL also placed a contract with Reading University to develop primary and middle school pupil and teacher materials and teaching methods. The series entitled *Children and Traffic* was published in 1977 after five years of development. It is in the form of three teachers' books designed to provide a structure and continuity in the teaching of traffic safety in primary schools. Each book, supported with pupil materials, is concerned with one aspect of traffic safety education.

Book 1 (*On the Pavement*) is intended to improve infants' (five to seven-year-olds) knowledge and awareness of the traffic and roads, postponing the direct teaching of even the most elementary road crossing skills until this has been improved. Book 2 (*The Young Traveller*) which is aimed at the seven to nine age group,

continues the task of improving the children's background knowledge of their environment. Book 3 (*Preparing for the Road*) is designed primarily to meet the needs of pupils in the upper age ranges of primary and middle schools. At this stage children are frequently expected to cope independently with almost all types of traffic conditions.

The series contains many ideas about the appropriate topics and techniques for the teaching of traffic safety which were tested and tried in schools as part of the developmental process. The author of the books, Dr K W Jolly, strongly recommends that the work related to the *Children and Traffic* series be integrated into the school's normal programme of work regularly throughout the year rather than concentrated into one relatively short period of intensive study.

Following the success of the *Children and Traffic* series, the TRRL initiated further development work in traffic safety education to meet the needs of teenage road users aged from 13 to 18 years. This was put in hand in the later months of 1978. The stated aims of the project were: (a) to study the attitudes and opinions of both pupils and teachers about the principle and practice of traffic safety education; (b) to develop methods and materials to meet the needs of teenagers, based on these research findings.

The survey results revealed that the majority of teachers (89 per cent) considered that traffic safety education served an important need in schools. Despite this, where traffic safety education was taught, it was normally confined to pupils in the lowest ability groups. Most teachers considered that traffic safety education should be integrated with existing subject areas, with particular reference to social, health and personal education. The pupils' views about the importance of the subject and about the specific topics that should be covered were in general agreement with the views expressed by their teachers.

The *Teenagers and Traffic* series was developed by using the information obtained from these survey enquiries together with that gained from an extensive review of existing traffic safety education programmes currently in operation at home and abroad. The materials which emerged after five years of development are in the form of four basic units. These are:

1. *Ready for the Road*, which is concerned with the choices, the commitments

and the responsibilities which young people have to face when purchasing, owning and driving a vehicle.

2. *Accidents on the Road*, which deals with the causes, consequences and prevention of road accidents and what to do if involved as a victim or a witness.

3. *One for the Road*, which is concerned with the problems of teenage drinking and driving.

4. *Reading the Road*, which concentrates upon improving the potential driver's or rider's abilities to interpret the wide range of visual information which they receive from

engaged in dissemination exercises, and more than 40 one to three-day conferences for teachers, road safety officers and advisers to local education authorities have already taken place in conjunction with RoSPA to introduce the *Teenagers and Traffic* materials. Several thousand copies of the series have been sold, mostly to civilian and police road safety agencies throughout Britain. Many road safety officers are currently involved in discussions and meetings with teachers and are promoting the units when visiting secondary schools and colleges of further education. In general, the series has been received with enthusiasm by teachers



their traffic environment (not yet published).

This work was completed in September 1984 and a series of units entitled *Teenagers and Traffic* is now available from the Royal Society for Prevention of Accidents (RoSPA) for use in secondary schools and further education colleges. The series is almost completely discussion-based and is designed to stimulate or provoke informed discussion about critical traffic issues. A feature of the materials is that they are aimed at a much wider ability group than has normally been achieved in the traditional, training-oriented traffic safety programmes.

Since April 1985, the project team headed by Dr K W Jolly has been

and professional road safety officers. To promote further awareness of the need for traffic safety education in schools and to establish better practices, the Transport and Road Research Laboratory has recently commissioned a study of the current state of traffic safety education in schools and colleges of further education and of the tactics and strategies used by road safety officers, the police and traffic safety teaching. This study, which began in October 1983 at the University of Reading, will be completed in September 1987.

As part of this study, postal surveys of the existing provision of traffic safety education in schools were carried out during the academic year

1983-84. The results of the survey of a random sample of 25 per cent of secondary schools revealed that the pattern of traffic safety education at secondary level was one of some complexity. Traffic safety education seemed to be very widely dispersed throughout the curriculum in a variety of subjects, of which the main ones were health, social and personal education.

Turning now to the findings of the survey among a random sample of 11 per cent of primary and middle schools, it was found that only a small minority of schools were teaching traffic safety education as a separate course (11 per cent). The person most likely to be responsible for the developments, coordination, implementation and evaluation of traffic safety education was the head teacher (45 per cent). Parents were involved with one third of schools.

In-service training provision was also found to be inadequate. Over two thirds of the teachers supported a proposal that initial teacher training should include a core programme of traffic safety for all students. The majority were found to be unfamiliar with most of the curriculum materials currently available and locally developed materials were not widely used (other than commercial products). One third of teachers felt the local education authority should run in-service training courses and provide teaching materials to them.

These results indicate that traffic safety is not considered a prime subject such as reading, mathematics and other traditional subjects in primary and middle schools. Provision is seen to be patchy. This lack of priority may be a major reason for traffic education's present fragmented and inconsistent implementation in both primary and middle schools.

The limited use of traffic safety curriculum materials, the non-existent or inadequate provision of teachers to teach traffic safety education, teachers' failure to secure the external assistance that would like and the lack of a well developed organizational structure of traffic safety were identified as four of traffic safety education that is unsatisfactory. Since 90 per cent of primary and middle school teachers think that schools have responsibility to teach traffic safety education, attention needs to be focused on areas which are clearly deficient.

Further surveys are currently being planned to assess the quality of traffic safety education provision in secondary schools and the teacher training and for traffic safety education.

The work described in this paper was carried out under a research contract funded by the Transport and Road Research Laboratory, but the views expressed are entirely those of the author and do not necessarily represent those of the Laboratory, the Department of Transport, or any other Government Department.

Pioneering a joint approach

continued

achieved specific objectives in this area; or, in the case of sex education it will become obviously more appropriate to introduce the concept of puberty to pupils when it is about to happen to them, not to a class of 16-year-olds in the belief that "We must give them something about sex before they go".

An important part of our work with schools is to encourage teachers to take health promotion into account as a fundamental issue; for instance, the main causes of morbidity and mortality in contemporary Britain are coronary heart disease and cancer. Research has connected this with our everyday eating, exercise and relaxation habits. Many good and bad habits are developed when we are children. Schools therefore have a tremendous potential as health promoting environments.

Good health education practice in schools should include an awareness of health promotion; for instance, a secondary school planning to introduce an element of nutrition education into a core personal and social education programme should review the present situation in order to reduce the possibility of conflicting messages being received by pupils. This means evaluating both the informal and hidden curriculum in terms of health promotion, media. There seems little

point in encouraging pupils to make healthy eating choices in the classroom if there is a school tuckshop selling nothing but sweets and chocolates, or if staff themselves are acting as role models of unhealthy eaters.

I know that some teachers feel that this is asking too much of them. I remember well broaching this issue as a teacher at a former school only to be met with comments such as "Why can't I even have a fag in the staffroom now?" and "You don't expect me to eat that rubbish in place of beer and chips". Health education is about both the formation and questioning of values and teachers cannot be excluded from this process of self-examination.

Having been a teacher for some eight years prior to taking up this post, I have seen some weird and wonderful things take place in health education within schools. In the majority of cases the individual teachers concerned were always trying their best to cope with a difficult situation. Usually this was not of their own making; in most cases it was the result of bad planning and co-ordination at senior management level.

The whole area of what is disdainfully called the "soft" end of the curriculum by those deemed "subject specialists" tends to be at the mercy of the whims of fashion on many school timetables. Partly because heads and deputies themselves are under pressure from the L.E.A. and DES to set

themselves up as the arbiters of what is politically expedient.

Titles come and go from year to year: Health Education, Design and Living, Social Studies, Moral Education, etc. In a lot of cases the content remains basically the same. This serves to reinforce a widespread view within the profession that such issues in schools is not really a serious pursuit. Consequently health education and personal/social education have suffered from being held in low esteem by both teachers and parents. A vicious circle is established in which should teach it is not taught, and should be taught it is not taught. The head-to-ordinance of such a course, for example, is often the last to know who he is getting into a teaching team. In some cases the impossible position of having to accommodate a colleague who is bent on sabotaging the whole thing in order to discredit it further.

It is to be hoped that the initiatives now taking place in schools, Birmingham and elsewhere, will establish a tradition of well planned, rigorous programmes of health education with structured aims, objectives and justifiable methods that could give a lead which other areas of the school curriculum will eventually have to follow.

Ron Turner is Schools Health Education Adviser for South Birmingham Education Authority.

Getting the message

Suzanne Hewitt talks to teachers using ITV's "Good Health" series

If you're a primary school teacher wondering how to introduce health education into the curriculum, or if you need some ideas to complement an already existing scheme, take a look at ITV's "Good Health" series. It offers a lively, entertaining and informative resource, including films, videos, teacher's notes and pupils' booklets and runs fortnightly on Tuesday from 11.27-11.42 a.m. and on Thursdays from 9.45-10.00 a.m., with repeats scheduled for 1986/87.

The adviser of the series is Trevor Williams, director of the Schools Council Health Education Projects 5-13 and 13-18. He believes that the health and well-being of pupils in the broadest sense are an important and inescapable part of the primary teacher's role. This view is endorsed by Miss Mary Easterbrook, headteacher of St Joseph's RC primary school in south-west London, who says that "health education must be seen as an important, ongoing part of children's schooling". Throughout her school it is the responsibility of Mrs Maureen Josland, a health education specialist who makes extensive use of "Good Health" in the health education curriculum, and finds her classes love the programmes and really respond to them.

The topics, which include road safety, general hygiene, relationships with others, food choice and leisure activities, are acted out with great conviction by primary school children. The first programme, "Look After Yourself", is an important introduction to the series. It tells of Paul, a lazy boy who gets up late, goes to bed late, eats too much "junk" food, takes very little exercise, and generally has a very unhealthy way of life. After some encouragement, Paul's "better self" emerges to show him the importance of adopting a healthier lifestyle.

Mrs Josland found this programme an excellent springboard for her teaching on nutrition, and on exercise and rest. The class did a survey of what children eat, wrote some "good food" menus of their own, and drew posters of "The Good, the Bad and the Ugly" for different items of food, including the potato (the jacket being "the Good", mashed with butter "the Bad", and chips, of course "the Ugly"). They discussed the causes of malnutrition around the world, and how to improve their own diets by cooking with less fat and replacing some of the "bads", like sweets, with apples and carrots. From the children's comments it seems many messages got home: "My Mum used to fry hamburgers in lard, but she grills them now."

A popular programme at St Joseph's is "Watch Out". This features Zab, a robot from Outer Space, who emerges from a Space Invaders game at the "Jolly Fryer Chip Shop", and has to rely on the children in the film to look after him until he can make contact with a back-up space ship and return to his planet. After stepping off the kerb without looking, and nearly blowing

himself up poking an electric socket, Zab discovers that he needs special skills to survive on such a dangerous planet as Earth. Following the programme suggestions, the children worked on "Zab's Survival Kit":

"Don't put your finger in the toaster"
"Don't take drugs or sweets"
"Don't open the car doors when it's moving"
"Don't mess about near rivers"
They designed a variety of safety posters for the school and invented a



quiz game about accident prevention. Potentially hazardous situations were investigated, such as leaving toys on the stairs and running in wet shoes on slippery floors.

Many teachers who use "Good Health" find "Talking Feet" is received enthusiastically, especially by the younger children. (In fact, it was awarded the Rediffusion Flame of Knowledge Award by the British Academy of Film and Television Arts as the best schools programme of its year.) Developed and acted by junior school children, it has two talking feet presenting information about the structure and care of the foot.

After the programme the children at St Joseph's made up conversations for their own feet. "I've just had PE and I'm all hot and bothered, I'm dying for a bath". The class did a survey of all the proprietary brand remedies for feet gone wrong, like corn plasters: "My Gran uses them. I don't want to when I grow up". The younger ones particularly enjoyed following up the suggestions on "Do your shoes fit?" They drew round their bare feet, and then round their feet in socks and in shoes, cutting out the shapes and fitting them over each other to see how they compared.

The older children at St Joseph's are now embarking on a workshop about smoking. They used the "Love Your Lungs" programme very successfully last year and will use it again this term. The heroine, Calamity Jane, is on an ardent no-smoking campaign in a Wild West saloon. She

prepares to shoot it out with her adversary, Smokey Joe, but he suddenly drops dead in a cloud of tobacco smoke, reminding us that probably more old cowboys hit the dust from nicotine poisoning than from lead poisoning!

Last year the class made a model of the breathing system, and asked all the smokers they knew why they had started smoking. Mrs Josland said what emerged quite clearly here was the influence of peer pressure, and also the encouraging fact that many children do not want to end up like those adults who now cannot stop. "I'm not going to smoke" said one of the girls. "My Mum can't stop now. She has to chew that gum and it's horrible. I tried it and I felt sick".

A firm favourite in the "Good Health" series is the tale of the notorious "Doctor Sweet Tooth" who is wanted by the police for getting young people hooked on sugar. The children spoke to had made "Wanted" posters of him with lists of his crimes, and had written hints for dentists to encourage more regular visiting ("Give everyone a balloon and a sticker every time they come"). Many teachers had organized dental "Brush ins" with disclosing tablets and stop-watches to time the removal of plaque, another idea from the programme notes.

Dr Sweet Tooth wouldn't get past the door of Our Lady's RC primary school in north-west London. The Headmistress, Miss Patricia Little, has never allowed sweets or biscuits in her school. On both occasions I visited the school my attention was caught by the large boxes of apples in the entrance hall. Instead of dubious snacks like sweets, biscuits and crisps children can bring fruit from home or buy an apple at school. Miss Little went to considerable lengths to get the scheme going, including driving personally to Covent Garden at first for her supplies, and then to a warehouse at Euston. Things are easier now, she says, as she has persuaded the school meals service to deliver apples along with the supplies of fresh vegetables for school lunches. About half the children buy an apple every day, and all pupils are encouraged to develop good eating habits and a healthy lifestyle. In line with the messages of "Good Health".

The DES confirmed recently that health education should be an integral part of the core curriculum of the primary school. In September 1984 the Health Education Council commissioned a new national project which aims to produce a flexible curriculum framework in health education for primary schools. Trevor Williams says an analysis of this research will be particularly helpful within the development of the "Good Health" series over the next five years. "It is clear that "Good Health" is already pleasing young consumers like eight-year-old John, who likes the programme because "it is funny and exciting, and it has lots of ideas about how to stay strong and healthy".

judice when he argues it is "not their own fault or their own choice" if people grow up to become homosexual. So, Jim, you feel that there is something wrong with homosexuality that you suddenly rob individuals of their right to choose?

No such doubts about J Cousins, author of the updated *Make It Happy: What Sex is All About*. Other writers might pour energy into fostering guilt and confusion but she has no time for such nonsense in her frank and fearless exposition of the basic facts of sex. There are no assumptions about sexual preferences, no value judgements about how, when, where or why you do it — as long as you respect your own and other people's feelings, anything goes. Plain English is used to explode myths about masturbation, orgasms, aphrodisiacs — you name it, the index will have it. There is the most recent information on everything from artificial insemination to AIDS, with useful follow-up addresses. Easy and reassuring reading, this book should particularly appeal to teenagers but is recommended to anyone whose facts are a bit shaky and is certainly an invaluable teacher reference book.

Moira Wilson

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EXTRA

Holding the baby

Alan Prout and Shirley Prendergast outline their research into education for parenthood

The last 10 years have seen a growing interest in parenthood as a topic for the school curriculum. Two main areas are involved: family and child related courses (mainly CSE examined Child Care and Development) and Personal, Social and Health Education. The reasons for this expansion are complex but would seem to include pressures created by the raising of the school leaving age, ideological and political concern about the future of the family and underlying social concerns about a possible "cycle of deprivation". Allied to these is a longer standing medical tradition which sees schools as appropriate places for preventive interventions.

A recent feature of personal and social education has been the new emphasis on the importance of "affective" approaches. Traditional didactic methods based on transmitting "the facts" have been criticized as inappropriate to such sensitive subject matter and teachers have been urged to use more open methods focusing on the values, attitudes and feelings involved. In practice, however, courses often still retain a substantial knowledge-based element.

This growth in curriculum development has not until recently been matched by parallel educational research. There are few accounts of what "doing parenthood" looks like in the classroom, how it is experienced by the pupils and what effects it has upon them. Consequently we have very little information on what children learn as a result of the courses they attend. It was against this background that our research, described below, was designed and carried out. In particular we were concerned to register the knowledge that pupils bring with them to parenthood classes, how this is dealt with in class and what new learning takes place in relation to it. A full account of the methods used and of some results can be found in a research report presented to the Health Education Council, who sponsored the research.

Briefly our approach was to develop an interview method for registering the knowledge pupils possessed before they received any specific teaching on parenthood in the fourth year of secondary schooling, to observe the classes they attended and then, through a similar interview technique, register the new learning that had taken place. This produced a mass of detailed results that cannot be done justice to here. Instead we shall describe some of the assumptions that often seem to underlie the form and content of school parenthood education and assess these in the light of our research findings.

Perhaps the two most pervasive of the assumptions are that pupils lack any realistic knowledge or experience of small children and, springing from this, that there is a need to stress with pupils the developmental needs of

children and the linked and preventive health measures that should be followed in pregnancy and early childhood. We shall now look at these in more detail.

Lack of realism

It is often said that teenagers, particularly girls, have romanticized and glamorized images of what being a mother is like. Pupils' lack of realism is also thought to be rooted in recent demographic changes to the family. Elizabeth Perkins suggests that:

The tendency towards smaller families has resulted in a paucity of experience in living closely with people of all ages. Most adolescents have only one or two siblings and these are usually born within a few years of one another, so they seldom see the normal behaviour of young children.²

This inexperience, it is suggested, leads pupils to be prey to the glamorized views of parenthood coming from advertising and the media generally.

Alongside these assumptions are those springing from a preventive model that seeks to break an assumed "cycle of deprivation" by various kinds of intervention. The result is that parenthood education is advanced as a solution to a diverse range of problems such as pre-marital pregnancy, mental retardation, baby battering and divorce.



Lack of knowledge

The idea of a cycle of deprivation also underlies assumptions of pupil ignorance. The notion here is that modern scientific research has documented the normal emotional, intellectual, social and physical growth of children and that proper parenthood can be defined as a process which fosters these. Meeting the "needs of children" is thus implicitly defined as one of the main aims of parenthood education. Our experience confirms that such a perspective is still a common one and we frequently heard from teachers the claim that they were putting parenthood on the curriculum because at least some of their pupils did not understand the needs children have for

play, language stimulation and so on. In similar fashion almost all the parenthood courses that we have studied contain a section on the importance of antenatal care. This concern is hardly surprising given the major medical effort that has gone into the provision of antenatal care this century and the propaganda that has accompanied it. Anne Oakley in her history of this movement³ draws particular attention to the persistence of the claim that women are ignorant of the benefits of such treatment. Schools seem to have been drawn into this assumption and have become involved in promoting the idea of antenatal care.

It seems entirely natural and laudable that schools should want to address all of these issues, in the interests of a long-term aim: a better future experience of parenthood and childhood for all concerned. But such a project at the moment begs many questions. Are school children really unaware of the reality of small children? Do they accept the romantic images of advertising and the media? Even if these assumptions are true do they mean that pupils are unaware of the developmental needs of small children and the value of basic medical care in the pre and postnatal periods?

These assumptions were not borne out when we came to actually explore pupils' knowledge. The picture was rather that even before they received any specific teaching they already had an impressive stock of knowledge and understanding, although this did tend to be patchy.

To summarize we found that:

1. They were most knowledgeable about children's general growth and development in the early stages. Most could describe the stages of development in walking and talking and any what parents could do to assist babies in these tasks. The benefits and detail of antenatal care and breast-feeding were well known about. Most pupils held a very child-centred view of a baby's needs for care, stability, love and attention.
2. They were less knowledgeable about what provision for childcare existed in the community and what it offered mothers who might want to work; childminders seemed little known about. Pupils had little in detail outside a vague understanding of changes to the family; although the rising incidence of divorce was mentioned few pupils knew implications and effects.
3. They lacked knowledge almost entirely with regard to women's rights in relation to work and maternity leave and pay. There seemed to be no understanding of the need to plan several years ahead of pregnancy in order to meet the necessary qualifying conditions, or maximize conditions for future employment.
4. They were realistic in that they reflected on both the positive and negative aspects of childcare and becoming a parent. Most girls and many boys understood very well the pleasures of small children as well as the responsibility, hard work, isolation and loss of social life parenthood could entail. Both saw childcare as primarily the women's work even if some girls felt this was unfair, although fathers were seen as helping more these days. It was felt most women would give up work to care for small children while men continued to work. Nurseries and playgroups were seen to offer some relief for the mother and opportunity for the child to play. This knowledge was based on the experiences of people they knew, or their own childcare.
5. They did not have openly romanticized views of childcare and indeed, if anything, pupils tended to stress the heavy responsibilities of parenthood in fairly negative terms. Girls were under no illusion about who would do the day-to-day tasks of childcare, often noting depression and isolation as a consequence of being at home all day with small children.
6. They were rather fatalistic in that their knowledge reflected a world in which women were seen to have little choice, or to be able to make few changes for themselves. For example, both boys and girls felt that being a "proper mother" meant being at home for at least the first five years. Role



changes were only seen as possible under extreme financial pressure or unemployment. There was no positive model of an on-going personal working life for women that extended beyond childbearing, and little idea about what might be needed if work and childcare were to be combined. Girls' thinking about future motherhood seemed to be dominated by the image of babyhood and the period during which they cared for small children.

7. Their knowledge sometimes contradicted itself in that images of "proper motherhood" existed alongside expressed and seemingly separate desires to "go back to work". For girls, images of "proper motherhood" paralleled descriptions of it as possibly negative, depressing and isolated. It was often stated that men could not look after children, but that they would "if the situation changed". For example in relation to unemployment, pregnancy and motherhood was often seen as something slightly indulgent for which one may "expect to pay a price", yet it was nevertheless seen as the normal thing for most women to do.

8. Their knowledge lacked social frameworks and explanations. Girls and boys were often more familiar with medically framed knowledge than with social or psychological understanding. They appeared to have little understanding of how personal experiences could be made sense of in a wider perspective, or of the wider influences that shape people's lives.

In general, we found that most girls and many boys seemed to have thought about their future lives in terms of being parents in surprising detail. Most expressed a desire to have children, although there was some pessimism as to the kind of world that future children would be born into. These views, knowledge and understandings were strongly formed before pupils attended classes on parenthood in school and were drawn from personal and close family and friends' experiences, as well as television, papers and magazines.

It is clear from our work that pupils have a great deal of knowledge and understanding about many of the topics that frequently appear under the title of "parenthood education" and the generalized assumption of ignorance that seems to be made about them is in large measure mistaken. It may, of course, be argued that the levels of knowledge they possess are still inadequate, but against this we would point out that these levels were very similar to the ones that operated in the topics they later went on to experience. We cannot believe that this represents the best use of the curriculum time devoted to this area and would hope that our findings will be of use to teachers in planning and resourcing for a more appropriate level and content. In particular we would suggest more emphasis be given to explanation rather than description.

This point is well illustrated by the example of antenatal care mentioned above. Most of the courses we observed tackled this by giving the

pupils information about what goes on in health care around pregnancy, especially to the baby. But the vast majority of the pupils already had a lot of information and already valued the benefits it might have. They were much weaker in their understanding of the reasons for attendance at antenatal clinic as help to improve birth outcome, many of them told us they would know more about this. We seem a more realistic starting point even though it might involve going to areas where answers and advice less clear cut, though this need less educational than a more simple approach.

It would be a pity, however, if research was only taken to register shifting in the level at which pupils are pitched. It became clear that taken as a group, a class or a cohort, pupils possess an impressive range and depth of understanding. If they were only to share this an important learning process would have been gone through. Acknowledging and utilizing their existing knowledge and experience integral to recent notions of "parenting the curriculum", an idea that surely highly salient to a topic like parenthood where it is so dangerous to lay down rules about what is good and bad. The work of curriculum developers like Lesley Smith at the Institute of Education, London and David Tyack and Doris Brause at the University of Wisconsin are good examples of this. "Childhood" packs are the best sellers in this direction. At this stage research can only support these developments.

1. Prendergast, S and Prout, A. "Knowing and Learning about Parenthood". Available from the Health Education Council Library.
2. Perkins, E and Morris, B. "Preparation for Parenthood: A Critique of the Existing Literature". Leverhulme Health Education Project (University of Nottingham) Paper 17, p.12.
3. Oakley, A. (1984) *The Captain's Womb*. Oxford: Martin Roberts.

Alan Prout and Shirley Prendergast are members of the Child Care Development Group, University of Cambridge

Many videos and films on health issues, including Health Education Council free titles, available from CONCORD Video & Film Council (Dept T89), 201 Felicitous Road, Ipswich, Suffolk. Tel 0473 715754. Send for free lists. Full catalogue available.

THE TIMES EDUCATIONAL SUPPLEMENT 30.5.86

SECONDARY ART & DESIGN

continued

KENT

COUNTY COUNCIL EDUCATION DEPARTMENT
MID KENT AREA
MAIDSTONE CIRCLE
GRAMMAR SCHOOL
Buckland Road, Maidstone,
Kent ME12 0BT
(Tel: 0622 55105)
A Group 12 Academic
School ages 13-18, 796 on roll
(300 in Sixth Form)
Required September 1986
graduate for Art & Design to
teach in the subject to
GCE 'A' level. Interest in
Graphics an advantage.
Applications to Headmaster
with CV and two references.

EAST KENT AREA
FRANKHOOKER SCHOOL
Highgate, Canterbury
Required September 1986
for January 1987. Scale 1
Teacher for Art throughout the
school. Some teaching ex-
pected to be in TVET.
Application forms from the
Acting Head. (06890) 131222

OXFORDSHIRE
COUNTY COUNCIL
FARMER SCHOOL
Sandy Lane West, Oxford OX4
3JY
Mixed Upper school Roll 950
Required for September for
one year. Temporary teachers
of Art to join the Creative Arts
curriculum area. Applicants
with an interest in pottery
would be helpful for one of the
vacancies.
Applications by letter listing
two references to the Head-
master, SAE please. 131222
(08745)

WILTSHIRE

COUNTY COUNCIL
KINGDOWN SCHOOL
Warminster
(Comprehensive, Mixed,
11-18, 1350 pupils)
Required for September
1986 for one or two terms,
a TEMPORARY SCALE 1
TEACHER OF DESIGN to
teach within an integrated
faculty teaching foundation
course and 4th, 5th and 6th
Form. Art & Design and
C.V.T. A contribution to-
wards Advanced Level De-
sign is looked for. An ability
to teach graphic/technical
communication would be
advantageous.
Apply by letter (with
a.s.e.) to the Headmaster,
Kingdown School, Warminster,
Wiltshire. All applicants will be
seen further. 131222
(13346)

SUFFOLK
COUNTY COUNCIL
FAMUL WARD UPPER
SCHOOL
Chelmsford Way, Haverhill
(Mixed comprehensive 13-18,
240 on roll, 120 in Sixth Form)
Required for September,
1986, a teacher of Art (Scale
1), a particular interest in
ceramics welcome, to join a
lively Design Team in this
National Curriculum Award
School.
The local housing authority
is prepared to give sympathetic
consideration to the provision
of housing for teachers.
Please send for further de-
tails and application forms to
the Headmaster at the school
(see pages) as soon as possi-
ble. (06850) 131222

WEST SUSSEX
MILLAR SCHOOL
Depot Road, Horsham, West
Sussex RH12 5HR
11-18 Comprehensive, NOR 1136
Required September 1986 a
TEACHER OF ART and NEED
LEWORK (Scale 1). Both de-
partments should be creative and
successful, offering a wide
range of activities. Candidates
should be expected to teach
both of these subjects to the
full ability range and at least
one to examination level. Ap-
plicants should state any par-
ticular specialism they are able
to offer.
Letters of application
together with CV and the
names/addresses of 2 referees
to the Head with a.s.e. for
further details. 131222
(067381)

Classics

Scale 1 Posts

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
EAST KENT AREA
CLARENDON HOUSE
GRAMMAR SCHOOL FOR
GIRLS
Clarendon Gardens, Ramsgate
CT11 1BB
Required for September 1986
Graduate to teach Latin
throughout the school to Ad-
vanced Level.
Further details may be
obtained from the Headmis-
ter (a.s.e., please), to whom
letters of application, with the
names and addresses of two
references, should be forwarded
as soon as possible. 131622
(06891)

Commercial Subjects

Heads of Department

NORTHAMPTONSHIRE

TOWCESTER SPONNE
SCHOOL
Brackley Road, Towcester,
Northants. NN12 7DJ
Required for September 1986
in this 11-18 co-educational
comprehensive school of
1040 pupils, including 90 in
the sixth form, an experi-
enced teacher as HEAD OF
COMMERCIAL SUBJECTS.
Scale 2, to be responsible
for the teaching of typing in
years 4 and 5, and in the
further details. Telephone
enquiries also welcome
(0327 50244). 131618
(07782)

The school is involved
with both TVET (as
an associate) and CPVE (as
a partner) in developing the
office micro-electronic
facilities in the large
typing/office room.

The school is situated in a
pleasant area of South
Northamptonshire within
easy reach of Northampton
(London via M1, Milton
Keynes, Oxford and Strat-
ford).

Apply by letter to the
first instance to the Head-
master at the School enclos-
ing curriculum vitae and the
names of 3 professional re-
ferences. Enclose a.s.e. for
further details. Telephone
enquiries also welcome
(0327 50244). 131618
(07782)

HEADTEACHERS PRIMARY

Barnstaple Shirewell Primary School
Shirewell, Barnstaple, EX31 4JT. (Roll 23)

Head Teacher - Group 1 - £10895 - £12105

Required January 1987. Application forms and further details (a.s.e. required) from Area Education Officer, Civic Centre, North Wall, Barnstaple, EX31 1EG. Closing date 13 June 1986.

SCALE POSTS SECONDARY

Ifracombe School and Community College
Worth Road, Ifracombe, EX34 9JB. (Roll 1364)

Scale 1 - Music and Drama
Required September 1986. Please apply by letter to the Head Teacher as soon as possible giving a.s.e. and names and addresses of two referees. Please state particular interests in instrumental/vocal or drama work.

Newton Abbot Coombeshead School
Coombeshead Road, Newton Abbot, TQ12 1PT. (Roll 960)

Scale 1 - Humanities
Required September 1986 a teacher to make a strong contribution to Lower School Integrated Humanities, the school's new GCSE Humanities course, together with one of the individual Humanities subjects. Sociology at Advanced Level GCE may be available in the federal Sixth Form for a suitable candidate, but this should not deter those unable to offer the subject. Closing date 11 June 1986.

Newton Abbot Knowles Hill School
Exeter Road, Newton Abbot, TQ12 2NF. (Roll 1150)

Scale 1 - Games/CDT/Balcony
Required September 1986 with an interest in helping with the alternative curriculum for upper school non-academic pupils. Closing date 11 June 1986.

Paignton College
Waterloo Road, Paignton, TQ3 3UQ. (Roll 1468)

Scale 1 - Boys Physical Education
Required September 1986. Ability to offer specialisms in rugby, football and basketball, an advantage. Closing date 11 June 1986.

Ottery St Mary The King's
(11-18 Comprehensive) School
Ottery St Mary, EX11 1RA. (Roll 840)

Scale 2 - (Scale 4 to suitable applicant) - Counsellor
Required September 1986 or as soon as possible thereafter a graduate with a specialist Counsellor qualification. The successful candidate will also be responsible for the organisation of a well established PBM course in Years 4, 5 and possibly 6, together with a programme of pastoral work in the lower school. Closing date 10 June 1986.

Queen Elizabeth's School and Community College
Western Road, Crediton, EX17 3LU. (Roll 1663)

Scale 1 - Mathematics - Temporary
Required September 1986 for one year only a Mathematics teacher to work in a strong and lively department. Closing date 13 June 1986.

Plymouth Burrington Secondary School
Honicknowle Lane, Plymouth, PL5 3NE. (Roll 781)

Scale 2 - Home Economics
Required September 1986 to be Head of Home Economics responsible to the Head Teacher and the Senior Management team for all aspects of product education and development of the Home Economics department. Closing 13 June 1986.

Plymouth Elze Hale School
Seymour Road, Plympton, Plymouth, PL7 3BH. (Roll 1067)

Scale 2 - CDT
Required September 1986. Applicants should be able to teach both Technology and Graphics courses up to and including the fifth year. Closing date 13 June 1986.

Plymouth Estover School
Miller Way, Estover, Plymouth, PL8 8UN. (Roll 1100)

Scale 2 - Art
Required September 1986 an experienced and well qualified teacher of Art to act as second in the department. An excellent suite of studios is available to support the wide range of courses offered by the Department. Closing date 13 June 1986.

Scale 1 - English
Required September 1986 a well qualified teacher to join this large department to teach across the full age and ability range. A commitment to mixed ability teaching is essential for this post. Closing date 13 June 1986.

Plymouth Kings Tamerton School
Trevithick Road, Higher St Budeaux,
Plymouth, PL5 2AF. (Roll 632)

Scale 1 - Physical Education

Required September 1986 a teacher of Physical Education to work within a thriving department of four specialists. An ability to teach a range of sports, including rugby football, association football, cricket, basketball and athletics, is essential, as is a willingness to organise appropriate term events. Some two thirds of the time-tabled commitment will be in PE, the remainder in the applicant's subsidiary specialisms. Closing date 13 June 1986.

Scale 1 - Science/Mathematics

Required September 1986 a teacher of Science and Mathematics. Science is the principal subject being some three quarters of the commitment. Integrated Science is taught in Years 1 to 3, and for Years 4 and 5 physical science would be preferred, but this is not essential. Closing date 13 June 1986.

Plymouth Penlee Secondary School
Somerset Place, Stoke, Plymouth, PL3 4BD. (Roll 765)

Scale 1 - History

Required September 1986 a well qualified teacher of History to CSE and GCE O Level and Humanities in Years 1 and 2. Closing date 13 June 1986.

SCALE POSTS PRIMARY

Bideford Pynes Infants School
Coronation Road, Bideford, EX38 3DD. (Roll 169)

Scale 1 - Infants

Required September 1986 or January 1987. An interest in PE and/or Music an advantage. Closing date 13 June 1986.

Witheridge C of E Primary School (VC)
Witheridge, Tiverton, EX16 8AH. (Roll 88)

Scale 1

Required September 1986. Capable of teaching infant age range and first year juniors. Music essential. Closing date 11 June 1986.

Dartmouth Primary School
Milton Lane, Dartmouth, TQ8 9HW. (Roll 240)

Scale 1 - Top Infant/Lower Juniors

Required September 1986 for one year to cover secondment. Closing date 11 June 1986.

Dawlish Westcliff Junior School
First Avenue, Dawlish, EX7 9RA. (Roll 277)

Scale 1

Required September 1986 for lower juniors. Interest in boys' games an advantage. Closing date 11 June 1986.

Palgrave Oldway Primary School
Higher Polham Road, Palgrave. (Roll 636)

Scale 1 - Music

Required September 1986 an enthusiastic and committed teacher to take a lead in the development of Music throughout the school. The post will involve being responsible for a Junior class of children. Closing date 11 June 1986.

Torquay Preston Primary School
Old Palgrave Road, Limered, Torquay, TQ2 8UJ. (Roll 298)

Scale 1

Required September 1986 to teach in the Infant department. Closing date 11 June 1986.

Exeter Water Daw First School
Woodwater Lane, Exeter, EX2 5AW (Roll 141)

Scale 1 - General

Required September 1986 an enthusiastic teacher for reception class, prepared to take an active part in pre-school balance. Experience of working in a co-operative or open-plan situation an advantage. Closing date 13 June 1986.

Scale 2 - General

Required September 1986 an enthusiastic teacher to work with 6/7 year olds. To take responsibility for a major curriculum area. Please state strengths/interests. Experience of working in a co-operative or open-plan situation an advantage. Closing date 13 June 1986.

Tiverton Heathcoat (5-9 Years) First School
Brook Lane, Tiverton. (Roll 306)

Scale 1 - Science

Required September 1986 or January 1987 an enthusiastic teacher with an interest in Science to be responsible for a class in the third year (7-9 year olds). Closing date 13 June 1986.

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DEVON



SECONDARY COMMERCIAL SUBJECTS continued

Scale 2 Posts and above

BEDFORDSHIRE

HOUGHTON SERVICE UPPER SCHOOL & COMMUNITY COLLEGE
Houghton Drive, Houghton Regis, Beds.
Tel: 865166

Required for September 1986, a teacher to be in charge of Business Studies, Scale 2, to develop the Department, to teach Commerce, Economics, Office Practice, Word Processing and Office Practice at present and contribute to the CPVE course. Application forms available from the Headmaster, S.A.E. please. The Council is an equal opportunity employer, and welcomes applications from members of ethnic minority groups, disabled persons and all other sections of the community. (13420) 131820

Scale 1 Posts

BARNET

LONDON BOROUGH OF HAVONIAN HIGH SCHOOL
Holders Hill Road, Hendon, Tel: 01-205 1411

Required for September 1986, experienced teacher to assume responsibility for the design and development of BUSINESS STUDIES, Scale 1, to include Key Stage 3 and 4, to include the examination course in Business Studies, to include the examination course in Business Studies, to include the examination course in Business Studies. Removal expenses and separation allowances available. Apply in writing to Head Teacher at 0125 Section 2, 2-4, 2-5, 2-6, 2-7, 2-8, 2-9, 2-10, 2-11, 2-12, 2-13, 2-14, 2-15, 2-16, 2-17, 2-18, 2-19, 2-20, 2-21, 2-22, 2-23, 2-24, 2-25, 2-26, 2-27, 2-28, 2-29, 2-30, 2-31, 2-32, 2-33, 2-34, 2-35, 2-36, 2-37, 2-38, 2-39, 2-40, 2-41, 2-42, 2-43, 2-44, 2-45, 2-46, 2-47, 2-48, 2-49, 2-50, 2-51, 2-52, 2-53, 2-54, 2-55, 2-56, 2-57, 2-58, 2-59, 2-60, 2-61, 2-62, 2-63, 2-64, 2-65, 2-66, 2-67, 2-68, 2-69, 2-70, 2-71, 2-72, 2-73, 2-74, 2-75, 2-76, 2-77, 2-78, 2-79, 2-80, 2-81, 2-82, 2-83, 2-84, 2-85, 2-86, 2-87, 2-88, 2-89, 2-90, 2-91, 2-92, 2-93, 2-94, 2-95, 2-96, 2-97, 2-98, 2-99, 2-100, 2-101, 2-102, 2-103, 2-104, 2-105, 2-106, 2-107, 2-108, 2-109, 2-110, 2-111, 2-112, 2-113, 2-114, 2-115, 2-116, 2-117, 2-118, 2-119, 2-120, 2-121, 2-122, 2-123, 2-124, 2-125, 2-126, 2-127, 2-128, 2-129, 2-130, 2-131, 2-132, 2-133, 2-134, 2-135, 2-136, 2-137, 2-138, 2-139, 2-140, 2-141, 2-142, 2-143, 2-144, 2-145, 2-146, 2-147, 2-148, 2-149, 2-150, 2-151, 2-152, 2-153, 2-154, 2-155, 2-156, 2-157, 2-158, 2-159, 2-160, 2-161, 2-162, 2-163, 2-164, 2-165, 2-166, 2-167, 2-168, 2-169, 2-170, 2-171, 2-172, 2-173, 2-174, 2-175, 2-176, 2-177, 2-178, 2-179, 2-180, 2-181, 2-182, 2-183, 2-184, 2-185, 2-186, 2-187, 2-188, 2-189, 2-190, 2-191, 2-192, 2-193, 2-194, 2-195, 2-196, 2-197, 2-198, 2-199, 2-200, 2-201, 2-202, 2-203, 2-204, 2-205, 2-206, 2-207, 2-208, 2-209, 2-210, 2-211, 2-212, 2-213, 2-214, 2-215, 2-216, 2-217, 2-218, 2-219, 2-220, 2-221, 2-222, 2-223, 2-224, 2-225, 2-226, 2-227, 2-228, 2-229, 2-230, 2-231, 2-232, 2-233, 2-234, 2-235, 2-236, 2-237, 2-238, 2-239, 2-240, 2-241, 2-242, 2-243, 2-244, 2-245, 2-246, 2-247, 2-248, 2-249, 2-250, 2-251, 2-252, 2-253, 2-254, 2-255, 2-256, 2-257, 2-258, 2-259, 2-260, 2-261, 2-262, 2-263, 2-264, 2-265, 2-266, 2-267, 2-268, 2-269, 2-270, 2-271, 2-272, 2-273, 2-274, 2-275, 2-276, 2-277, 2-278, 2-279, 2-280, 2-281, 2-282, 2-283, 2-284, 2-285, 2-286, 2-287, 2-288, 2-289, 2-290, 2-291, 2-292, 2-293, 2-294, 2-295, 2-296, 2-297, 2-298, 2-299, 2-300, 2-301, 2-302, 2-303, 2-304, 2-305, 2-306, 2-307, 2-308, 2-309, 2-310, 2-311, 2-312, 2-313, 2-314, 2-315, 2-316, 2-317, 2-318, 2-319, 2-320, 2-321, 2-322, 2-323, 2-324, 2-325, 2-326, 2-327, 2-328, 2-329, 2-330, 2-331, 2-332, 2-333, 2-334, 2-335, 2-336, 2-337, 2-338, 2-339, 2-340, 2-341, 2-342, 2-343, 2-344, 2-345, 2-346, 2-347, 2-348, 2-349, 2-350, 2-351, 2-352, 2-353, 2-354, 2-355, 2-356, 2-357, 2-358, 2-359, 2-360, 2-361, 2-362, 2-363, 2-364, 2-365, 2-366, 2-367, 2-368, 2-369, 2-370, 2-371, 2-372, 2-373, 2-374, 2-375, 2-376, 2-377, 2-378, 2-379, 2-380, 2-381, 2-382, 2-383, 2-384, 2-385, 2-386, 2-387, 2-388, 2-389, 2-390, 2-391, 2-392, 2-393, 2-394, 2-395, 2-396, 2-397, 2-398, 2-399, 2-400, 2-401, 2-402, 2-403, 2-404, 2-405, 2-406, 2-407, 2-408, 2-409, 2-410, 2-411, 2-412, 2-413, 2-414, 2-415, 2-416, 2-417, 2-418, 2-419, 2-420, 2-421, 2-422, 2-423, 2-424, 2-425, 2-426, 2-427, 2-428, 2-429, 2-430, 2-431, 2-432, 2-433, 2-434, 2-435, 2-436, 2-437, 2-438, 2-439, 2-440, 2-441, 2-442, 2-443, 2-444, 2-445, 2-446, 2-447, 2-448, 2-449, 2-450, 2-451, 2-452, 2-453, 2-454, 2-455, 2-456, 2-457, 2-458, 2-459, 2-460, 2-461, 2-462, 2-463, 2-464, 2-465, 2-466, 2-467, 2-468, 2-469, 2-470, 2-471, 2-472, 2-473, 2-474, 2-475, 2-476, 2-477, 2-478, 2-479, 2-480, 2-481, 2-482, 2-483, 2-484, 2-485, 2-486, 2-487, 2-488, 2-489, 2-490, 2-491, 2-492, 2-493, 2-494, 2-495, 2-496, 2-497, 2-498, 2-499, 2-500, 2-501, 2-502, 2-503, 2-504, 2-505, 2-506, 2-507, 2-508, 2-509, 2-510, 2-511, 2-512, 2-513, 2-514, 2-515, 2-516, 2-517, 2-518, 2-519, 2-520, 2-521, 2-522, 2-523, 2-524, 2-525, 2-526, 2-527, 2-528, 2-529, 2-530, 2-531, 2-532, 2-533, 2-534, 2-535, 2-536, 2-537, 2-538, 2-539, 2-540, 2-541, 2-542, 2-543, 2-544, 2-545, 2-546, 2-547, 2-548, 2-549, 2-550, 2-551, 2-552, 2-553, 2-554, 2-555, 2-556, 2-557, 2-558, 2-559, 2-560, 2-561, 2-562, 2-563, 2-564, 2-565, 2-566, 2-567, 2-568, 2-569, 2-570, 2-571, 2-572, 2-573, 2-574, 2-575, 2-576, 2-577, 2-578, 2-579, 2-580, 2-581, 2-582, 2-583, 2-584, 2-585, 2-586, 2-587, 2-588, 2-589, 2-590, 2-591, 2-592, 2-593, 2-594, 2-595, 2-596, 2-597, 2-598, 2-599, 2-600, 2-601, 2-602, 2-603, 2-604, 2-605, 2-606, 2-607, 2-608, 2-609, 2-610, 2-611, 2-612, 2-613, 2-614, 2-615, 2-616, 2-617, 2-618, 2-619, 2-620, 2-621, 2-622, 2-623, 2-624, 2-625, 2-626, 2-627, 2-628, 2-629, 2-630, 2-631, 2-632, 2-633, 2-634, 2-635, 2-636, 2-637, 2-638, 2-639, 2-640, 2-641, 2-642, 2-643, 2-644, 2-645, 2-646, 2-647, 2-648, 2-649, 2-650, 2-651, 2-652, 2-653, 2-654, 2-655, 2-656, 2-657, 2-658, 2-659, 2-660, 2-661, 2-662, 2-663, 2-664, 2-665, 2-666, 2-667, 2-668, 2-669, 2-670, 2-671, 2-672, 2-673, 2-674, 2-675, 2-676, 2-677, 2-678, 2-679, 2-680, 2-681, 2-682, 2-683, 2-684, 2-685, 2-686, 2-687, 2-688, 2-689, 2-690, 2-691, 2-692, 2-693, 2-694, 2-695, 2-696, 2-697, 2-698, 2-699, 2-700, 2-701, 2-702, 2-703, 2-704, 2-705, 2-706, 2-707, 2-708, 2-709, 2-710, 2-711, 2-712, 2-713, 2-714, 2-715, 2-716, 2-717, 2-718, 2-719, 2-720, 2-721, 2-722, 2-723, 2-724, 2-725, 2-726, 2-727, 2-728, 2-729, 2-730, 2-731, 2-732, 2-733, 2-734, 2-735, 2-736, 2-737, 2-738, 2-739, 2-740, 2-741, 2-742, 2-743, 2-744, 2-745, 2-746, 2-747, 2-748, 2-749, 2-750, 2-751, 2-752, 2-753, 2-754, 2-755, 2-756, 2-757, 2-758, 2-759, 2-760, 2-761, 2-762, 2-763, 2-764, 2-765, 2-766, 2-767, 2-768, 2-769, 2-770, 2-771, 2-772, 2-773, 2-774, 2-775, 2-776, 2-777, 2-778, 2-779, 2-780, 2-781, 2-782, 2-783, 2-784, 2-785, 2-786, 2-787, 2-788, 2-789, 2-790, 2-791, 2-792, 2-793, 2-794, 2-795, 2-796, 2-797, 2-798, 2-799, 2-800, 2-801, 2-802, 2-803, 2-804, 2-805, 2-806, 2-807, 2-808, 2-809, 2-810, 2-811, 2-812, 2-813, 2-814, 2-815, 2-816, 2-817, 2-818, 2-819, 2-820, 2-821, 2-822, 2-823, 2-824, 2-825, 2-826, 2-827, 2-828, 2-829, 2-830, 2-831, 2-832, 2-833, 2-834, 2-835, 2-836, 2-837, 2-838, 2-839, 2-840, 2-841, 2-842, 2-843, 2-844, 2-845, 2-846, 2-847, 2-848, 2-849, 2-850, 2-851, 2-852, 2-853, 2-854, 2-855, 2-856, 2-857, 2-858, 2-859, 2-860, 2-861, 2-862, 2-863, 2-864, 2-865, 2-866, 2-867, 2-868, 2-869, 2-870, 2-871, 2-872, 2-873, 2-874, 2-875, 2-876, 2-877, 2-878, 2-879, 2-880, 2-881, 2-882, 2-883, 2-884, 2-885, 2-886, 2-887, 2-888, 2-889, 2-890, 2-891, 2-892, 2-893, 2-894, 2-895, 2-896, 2-897, 2-898, 2-899, 2-900, 2-901, 2-902, 2-903, 2-904, 2-905, 2-906, 2-907, 2-908, 2-909, 2-910, 2-911, 2-912, 2-913, 2-914, 2-915, 2-916, 2-917, 2-918, 2-919, 2-920, 2-921, 2-922, 2-923, 2-924, 2-925, 2-926, 2-927, 2-928, 2-929, 2-930, 2-931, 2-932, 2-933, 2-934, 2-935, 2-936, 2-937, 2-938, 2-939, 2-940, 2-941, 2-942, 2-943, 2-944, 2-945, 2-946, 2-947, 2-948, 2-949, 2-950, 2-951, 2-952, 2-953, 2-954, 2-955, 2-956, 2-957, 2-958, 2-959, 2-960, 2-961, 2-962, 2-963, 2-964, 2-965, 2-966, 2-967, 2-968, 2-969, 2-970, 2-971, 2-972, 2-973, 2-974, 2-975, 2-976, 2-977, 2-978, 2-979, 2-980, 2-981, 2-982, 2-983, 2-984, 2-985, 2-986, 2-987, 2-988, 2-989, 2-990, 2-991, 2-992, 2-993, 2-994, 2-995, 2-996, 2-997, 2-998, 2-999, 3-000, 3-001, 3-002, 3-003, 3-004, 3-005, 3-006, 3-007, 3-008, 3-009, 3-010, 3-011, 3-012, 3-013, 3-014, 3-015, 3-016, 3-017, 3-018, 3-019, 3-020, 3-021, 3-022, 3-023, 3-024, 3-025, 3-026, 3-027, 3-028, 3-029, 3-030, 3-031, 3-032, 3-033, 3-034, 3-035, 3-036, 3-037, 3-038, 3-039, 3-040, 3-041, 3-042, 3-043, 3-044, 3-045, 3-046, 3-047, 3-048, 3-049, 3-050, 3-051, 3-052, 3-053, 3-054, 3-055, 3-056, 3-057, 3-058, 3-059, 3-060, 3-061, 3-062, 3-063, 3-064, 3-065, 3-066, 3-067, 3-068, 3-069, 3-070, 3-071, 3-072, 3-073, 3-074, 3-075, 3-076, 3-077, 3-078, 3-079, 3-080, 3-081, 3-082, 3-083, 3-084, 3-085, 3-086, 3-087, 3-088, 3-089, 3-090, 3-091, 3-092, 3-093, 3-094, 3-095, 3-096, 3-097, 3-098, 3-099, 3-100, 3-101, 3-102, 3-103, 3-104, 3-105, 3-106, 3-107, 3-108, 3-109, 3-110, 3-111, 3-112, 3-113, 3-114, 3-115, 3-116, 3-117, 3-118, 3-119, 3-120, 3-121, 3-122, 3-123, 3-124, 3-125, 3-126, 3-127, 3-128, 3-129, 3-130, 3-131, 3-132, 3-133, 3-134, 3-135, 3-136, 3-137, 3-138, 3-139, 3-140, 3-141, 3-142, 3-143, 3-144, 3-145, 3-146, 3-147, 3-148, 3-149, 3-150, 3-151, 3-152, 3-153, 3-154, 3-155, 3-156, 3-157, 3-158, 3-159, 3-160, 3-161, 3-162, 3-163, 3-164, 3-165, 3-166, 3-167, 3-168, 3-169, 3-170, 3-171, 3-172, 3-173, 3-174, 3-175, 3-176, 3-177, 3-178, 3-179, 3-180, 3-181, 3-182, 3-183, 3-184, 3-185, 3-186, 3-187, 3-188, 3-189, 3-190, 3-191, 3-192, 3-193, 3-194, 3-195, 3-196, 3-197, 3-198, 3-199, 3-200, 3-201, 3-202, 3-203, 3-204, 3-205, 3-206, 3-207, 3-208, 3-209, 3-210, 3-211, 3-212, 3-213, 3-214, 3-215, 3-216, 3-217, 3-218, 3-219, 3-220, 3-221, 3-222, 3-223, 3-224, 3-225, 3-226, 3-227, 3-228, 3-229, 3-230, 3-231, 3-232, 3-233, 3-234, 3-235, 3-236, 3-237, 3-238, 3-239, 3-240, 3-241, 3-242, 3-243, 3-244, 3-245, 3-246, 3-247, 3-248, 3-249, 3-250, 3-251, 3-252, 3-253, 3-254, 3-255, 3-256, 3-257, 3-258, 3-259, 3-260, 3-261, 3-262, 3-263, 3-264, 3-265, 3-266, 3-267, 3-268, 3-269, 3-270, 3-271, 3-272, 3-273, 3-274, 3-275, 3-276, 3-277, 3-278, 3-279, 3-280, 3-281, 3-282, 3-283, 3-284, 3-285, 3-286, 3-287, 3-288, 3-289, 3-290, 3-291, 3-292, 3-293, 3-294, 3-295, 3-296, 3-297, 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**LEICESTERSHIRE
COUNTY COUNCIL**

**An Equal Opportunity
Employer**

**SOUTH WIGSTON HIGH
SCHOOL**
St. Thomas' Road, South
Wigston, Leicestershire LE8
2TA

**N.O.R. 760
FRENCH, SCALE 1**

Required for 1986/1987
to cover the secondment to
a member of the
E.M.G.R.A.S., French de-
partment who is being re-
tained as a primary teacher.
We require a teacher who
already has experience of
E.M.G.R.A.S., or the ener-
getic and enthusiastic.

**LEICESTERSHIRE
COUNTY COUNCIL**
An Equal Opportunity
Employer
**JOHN ELLIS COMMUNITY
COLLEGE**
Corporation Road,

Please contact the Head-teacher for further details and application forms (S.A.E.). (06661) 133622

HEADSHIP

in particular interest and expertise in the month of September, remaining on or reducing to 5/10ths from 1st 11.

(15368)

The Development is committed to the East Midlands Graded Assessment Scheme in French and is considering a similar development in the teaching of German. Confidence in oral work is, therefore, essential, as is a willingness to make use in the preparation of teaching aids and resources.

Please contact the Headteacher for further details and application forms (S.A.E.): (05661) 133622



NOTES

SPECIAL EDUCATION
FIVEWAYS SCHOOL, YEovil
(2-14 SPECIAL EDUCATION MOD 52)

1 ASSISTANT TEACHER, SCALE 1

2. ASSISTANT TEACHER, SCALE 1, for Special Care class of 12 multiply handicapped children. Specialist qualification in mental handicap desirable. Closing date 9th June 1988.

PRIMARY DEPUTY HEADSHIP
(For various posts, please see under the subject heading)

For September 1988 DEPUTY HEAD, for this Group 5 school. Applicants should be teachers with serious aspirations to eventual Headship. The Deputy Head will be expected to influence curriculum development and take a positive role in the running of the school. Church commitment desirable. Headvertisement - previous

PRIMARY EDUCATION

RUISHTON CE VC PRIMARY SCHOOL, TAUNTON (NOR 10)
For September 1988, an enthusiastic **TEACHER, SCALE 1**, for a top infant/lower junior class. A flexible and committed approach is required for this caring village school.
Closing date 9th June 1988.

PARCROFT COUNTY JUNIOR SCHOOL, YEOVIL (NO# 310)
For September 1988, THREE TEMPORARY TEACHERS, SCALE 1. These posts are temporary for one year. The posts are for the upper and lower juniors — Gain an advantage with one post. Apply by letter to the Head at the school with full CV

SEDGEMOUR MANOR COUNTY JUNIO SCHOOL, BRIDGWATER (NOR 297)
For September 1988, **TEACHER, SCALE 1**, for junior age range. Applicants must be committed to the principles of parental and community involvement in the life of

STOKE ST MICHAEL COUNTY PRIMARY SCHOOL, BATH. (NOR 87)
For September 1988, TEACHER, SCALE 1, to teach Top Infants/Lower Juniors to

ILCHESTER COUNTY PRIMARY SCHOOL, ILCHESTER, YEOVIL, (NOR 260), for September 1986, a committed and energetic TEACHER, SCALE 1, to work in our Infant department with responsibility for a reception class.

Arranged pre-visits possible - Tel: Rochester B40328 or B40588.
Closing date 16th June 1988.

Infant education. This post will be full time for the month of September, remaining so until 31st August 1987 in the first instance or reducing to 5/10ths from 1st October 1986 depending on the number on roll.

STAPLEGROVE DE VO PRIMARY SCHOOL, TAUNTON, (NOR 114)
For September 1988, enthusiastic **TEACHER, SCALE 1**, for top Infant/Lower Junior class. An interest in sport an advantage. This is a temporary full-time post

Closing date 12th June 1988. (15368)

**ISLE OF WIGHT
COUNTY COUNCIL
MELINDA HOUSE 92
School Lane, Newport
PO30 2HT**
Age range 2 1/2-19 years
Gender, Group 35
Required for September
or October possibly
later. DEBILITATED
at this school for child
severe learning diffi-
culty.
Applicants should
be, preferably with
qualification in Special
Education, to be able to take
responsibility for a major area
of the school.
Application forms

**KENT
COUNTY COUNCIL
EDUCATION DEPAR
MID KENT AREA
GRANGE PARK SCH**

Scale 2 Posts and

BARKING
AND DAGENHAM
LONDON BOROUGH

BARKING AND DACRYNTY SCHOOL
Heathway, Dagenham
Required for Sept
or Oct 1990. Salary
An experienced
tic Co-ordinator of
work with slow-le
5-16 years. Opportu
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Mackin and indivi
rammes, by
qualified applicants
visits requested (T
2396). Scale 3(5)
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Reimbursement
expenses in approv
Application form
Chief Education Off
Hall, Barking, Ess

BUCKINGHAMSHIRE
MILTON KEYNES
GIFFORD PARK C
COMBINED
Head of Department
with moderate in-
culling

BUCKINGHAM
MILTON KEYNES
Equal Opportunity
Giffard Park C
COMBINED SCHO
Boradway Avenue
Park, Milton Keyn
5P
Head of Department
children with Mod
Learning Difficult
This post is ave
January 1987 c
possible.
Applications s
from teachers w
and broad primary
preferably in mai

special remedial class. This new initiative is a recent primary school.

Assistance with passage and rented is available in appropriate and there is a voluntary housing to buy in the area. Applications for details are available from the Headteacher, E. Gan, B.Ed., B.Sc., a footstep stamped envelope, to which applications should be sent as possible. (07756).

HEALING
LONDON BOROUGH
EDUCATION SERV

Part-time Peripatetic Teacher wanted for Child Guidance Services) starting in 1986.
Salary \$22,000 to \$26,000 plus 2 salary plus London Weighting.
We are looking for a highly trained remedial teacher who would be able to work with individual help to children seen at the Child Guidance Clinic at 22, St. James's Place, Belling W5 in the first instance.
Flexibility of approach and interest in working with a multidisciplinary team would be needed.
Please ring for further details Mrs. Brand, 01-275 9571.
Application to the Chief Education Officer.

All advertisements are subject to the conditions of acceptance of the Newspaper and copies of which

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available on

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All advertisements are subject to the conditions of acceptance of the Newspaper Code of which copies of which are available on request.

10/1/2010

OVERSEAS POSTS

continued

FINLAND

HYVINKAA
Näätäntekijä
KINDERGARTEN/NURSERY
Trained teacher, with experience in English and Finnish. Salary: Fmk. 4,300. Fully equipped flat available.
Return journey and letter of application, c.v. and photo to: The English Undersecretary, Ministry of Education, Helsinki, Finland (00030).

HONG KONG

ENGLISH SCHOOL

ADVISER FOR PRIMARY

Required to support school focused in-service work on a consultancy basis for the autumn term starting at a date to be agreed. Would be a retired primary teacher with a period of interest in Hong Kong. Salary: Fmk. 4,300. Fully equipped flat available.
Return journey and letter of application, c.v. and photo to: The English Undersecretary, Ministry of Education, Helsinki, Finland (00030).

ITALY

ENGLISH SCHOOL

ADVISER FOR PRIMARY

Required to support school focused in-service work on a consultancy basis for the autumn term starting at a date to be agreed. Would be a retired primary teacher with a period of interest in Hong Kong. Salary: Fmk. 4,300. Fully equipped flat available.
Return journey and letter of application, c.v. and photo to: The English Undersecretary, Ministry of Education, Helsinki, Finland (00030).

JORDAN

ENGLISH SCHOOL

ADVISER FOR PRIMARY

Required to support school focused in-service work on a consultancy basis for the autumn term starting at a date to be agreed. Would be a retired primary teacher with a period of interest in Hong Kong. Salary: Fmk. 4,300. Fully equipped flat available.
Return journey and letter of application, c.v. and photo to: The English Undersecretary, Ministry of Education, Helsinki, Finland (00030).

PAKISTAN

ENGLISH SCHOOL

ADVISER FOR PRIMARY

Required to support school focused in-service work on a consultancy basis for the autumn term starting at a date to be agreed. Would be a retired primary teacher with a period of interest in Hong Kong. Salary: Fmk. 4,300. Fully equipped flat available.
Return journey and letter of application, c.v. and photo to: The English Undersecretary, Ministry of Education, Helsinki, Finland (00030).

POLAND

ENGLISH SCHOOL

ADVISER FOR PRIMARY

Required to support school focused in-service work on a consultancy basis for the autumn term starting at a date to be agreed. Would be a retired primary teacher with a period of interest in Hong Kong. Salary: Fmk. 4,300. Fully equipped flat available.
Return journey and letter of application, c.v. and photo to: The English Undersecretary, Ministry of Education, Helsinki, Finland (00030).

Seychelles Teachers

The Ministry of Education and Information require the services of teachers for 'A' level students at the Seychelles Polytechnic in the disciplines as shown below:

- Graphic Design
- Woodcraft
- Physics
- Mechanical Engineering
- Chemistry

The successful candidates should possess a degree or equivalent in their specialised subject, together with a PGCE and a minimum of three years teaching experience; a knowledge of French would be desirable although not essential.

Term of engagement is for a period of two years residential service, with benefits.
For further information, full terms and conditions of service and an application form, please write to Tracy Millwood; or telephone 01-834 3644 ext 4019.

Crown Agents

The Crown Agents for Overseas Governments & Administrations, Overseas Recruitment Division, 52 Grosvenor Gardens, Victoria, London SW1W 0AX.

OVERSEAS POSTS

continued

COLOMBIA SOUTH AMERICA

COLEGIO BRITANICO DE CARTAGENA

This growing bilingual school situated in one of Latin America's most attractive and historic cities requires:

1. HEAD OF PRIMARY: A rewarding, challenging position with responsibility for the organisation of the Primary School (400 pupils).
2. TEACHERS (16-17 years): At least 2 years teaching experience.

CONDITIONS: 2 years contract, renewable. Attractive salaries, paid in local currency. End of contract gratuity. Return airfare. A.A. 5774 Call, Colombia. Salary: £10,000 p.a. (US\$55,000).

PAPUA NEW GUINEA

THE ANGLICAN CHURCH

URGENTLY REQUIRES

Headmaster for Girls' Boarding School

and a High School for Boys and Girls. The successful candidate will have a minimum of 10 years' experience in a similar post, with a degree and a PGCE. Salary: £10,000 p.a. (US\$55,000).

TEFL in EUROPE

Qualified EFL teachers required

for the following schools in WUPPERTAL, GERMANY. 12 month contract. Rate: £8,000 p.a. (US\$44,000).

Further details and application forms available from: S.A.E. to: Intimate Teacher Service, 100 Park Road, Birmingham B15 2JG. (0513) 460000.

SAUDI ARABIA

continued

TEACH AND LEARN IN THE U.S.A.

with the Curriculum & Instruction Program.

Applications are invited from teachers with at least one year's experience in the above post at South American and Caribbean schools. Duties include: implementing curriculum, supervising students, and promoting the school's reputation.

Attractive tax free benefits.

Send c.v. and passport photo to: W. Stuart, Curriculum & Instruction Specialist, Program 18, Room 801, 100 N. York NY 10024, U.S.A.

Applications must be received by June 12.

Interviews in London and Dubai early July. (06135) 460000

Salary starts at \$5000 p.m. (US\$13,500) 460000

Single Status.

Full furnished accommodation will be provided.

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U.S.A.

continued

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Attractive tax free benefits.

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